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ABSTRACT

This report is concerned with improving the resource allocation system of public schools in Washington, D.C. It describes the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. The strengths and weaknesses of existing data collection and reporting procedures are discussed. A school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability is described. It is argued that a school-by-school reporting system will provide the information required to assess alternative solutions to the problem of equalization of resource allocations among school building sites. An action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the Washington, D.C. school system is suggested. (Author/EB)

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A SCHOOL-BY-SCHOOL REPORTING SYSTEM
FOR THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS:
AN OUTLINE FOR ACTION

By
Lynette Ferrara and Alan Paller

With an Introduction By
Dr. Joan Baratz
Education Policy Research Institute

Prepared for
D.C. Citizens for
Better Public Education

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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July 1976

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Lynette Ferrara
Alan Paller

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INTRODUCTION

by

Dr. Joan C. Baratz
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In 1973, D.C. Citizens for Better Public Education (D.C. Citizens) recieved a grant from the National Institute of Education (NIE), to study the effect of the Hobson v. Hansen¹ decisions on the allocation of resources in the District of Columbia elementary schools. The results of that study indicated among other things that there was a great desire on the part of school officials and the community to develop alternatives to the equalization plans in the current Wright decree.² The study also indicated that the present information system hampered any discussions regarding developing alternative resource allocation plans.

In 1975, the Ford Foundation awarded D.C. Citizens a grant to assist the District of Columbia Public School System in developing a method of equalization that would be educationally sound, fiscally possible, and politically and administratively feasible.

One of the objectives of this project was the development of specifications for a school based information system that could respond to the policy questions that would be central to the decision making process necessary for creating a new plan.

Applied Urbanetics, Inc., working with the Education Policy Research Institute (EPRI), staff of D.C. Citizens, school personnel and board members has developed a report that describes current data collection processes in the D.C. schools, demonstrates how that data might be incorporated into a flexible system that can report information on a school site basis, and finally suggests procedures for developing a reporting system tailored to the D.C. school system needs.

¹ Hobson v. Hansen, 269, F. Supp. 401 (1967) and Hobson v. Hansen 327 F. Supp. (D.D.C. 1971).

² Joan C. Baratz, A Quest for Equal Opportunity in a Major Urban School District: The Case of Washington, D.C., Education Policy Research Institute, Washington, D.C., June, 1975.

This report, unlike a simple accounting system approach suggested by the G.A.O. audit, is an attempt to develop an information system that ties the budgeting information to the policy issues confronting educational administrators and policy makers who must make the vital decisions as to how money is spent.

The information system design was prepared after a careful review of the information needs of the D.C. school system. At the beginning of the design phase, Applied Urbanetics sought answers to two key questions: What are the educational issues confronting the D.C. school system? What information is necessary to help policy makers develop and assess alternative strategies for resolving these issues?

Discussions with school personnel identified three major policy issues: equity in the distribution of resources among school buildings, the safety and maintenance costs of school sites, and the utilization of resources allocated to special education.

The issue of equity was the primary area of concern. The District was having difficulty complying with the resource allocation demands of the Hobson II court order as well as those of Title I comparability regulations. Some of the difficulties stemmed from a lack of an ongoing information base that could provide all the necessary information on school attendance and school resources that were necessary for developing a report to the court and a report to the Office of Education. Other problems stemmed from the difficulty of complying with two plans that were dissimilar in several critical aspects.³ In creating an alternative resource allocation plan the District needed data that would help answer the following questions: What is a fair distribution of resources to schools? What resources should be included in a school equalization plan? How shall the equalization of resources be reported? These were the questions that framed the background of the AUI report.

Issues of school safety and maintenance costs emerged in the current period of declining enrollment and rising costs. When limited resources are available to repair and maintain school buildings, there is a general need to understand how available funds are being utilized. This information need is especially important where decisions to close or rehabilitate

³ For more discussion of the problems of complying with two different resource equalization plans see Baratz, op cit, and EPRI, Issues to be Considered and Decisions Required in Developing a Resource Allocation Plan for Equalization, 1976.

school sites must be made. Such information is vital to address policy issues surrounding questions such as: How much does it cost to maintain a building? Is it cost effective to keep certain buildings open? Are buildings used to their full capacity?

The third policy issue was the utilization of resources relating to special education. The District like many other public school systems, was expanding its special education system and using a variety of approaches to the delivery of special education services such as mainstreaming. If the distribution of services and the impact of alternative delivery modes are to be assessed, the policy maker requires answers to the following questions: Who has been receiving special education services? Are the resources equally available to all those in need?

All of these issues revolve around the allocation and/or distribution of resources among school building sites. This report describes an information system that will provide access to information describing the facilities, pupils, staff and materials and supplies at each school building. In addition, it will provide the capacity to assess the distribution of facilities, materials and staff in terms of the resources available for specific types of educational services at each building. Because of the critical importance of equity related issues, much of the discussion in the report centers on the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan.

OVERVIEW

A school-by-school reporting system will provide the information required to assess alternative solutions to the problems of equalization or resource allocation which must be resolved in any school system. This report is a first step in the development of such a system. Chapter I provides a description of the strengths and weaknesses of existing data collection and reporting procedures. Chapter II describes a school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability. Chapter III suggests an action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the D.C. School System. This overview presents the answers to commonly asked questions about a school-by-school information system.

1. Why does D.C. need a school based information system?

Each year, the D.C. school system receives hundreds of requests from Federal and city administrators, Federal judges, school board members, central, regional and local school administrators, parents and the public. Many of these questions focus on the allocation of resources among school buildings and the monitoring of the actual delivery of services throughout the school year.

Examples of such questions include:

- How are the teaching staff allocated among schools?
- What supplies and equipment have been requested by each school?
- What is the time period between a request and the delivery of the supplies?
- Where are building maintenance funds spent?
- Do some schools have unusually high rates of teacher absenteeism?

2. What types of information are required as input into a school based reporting system?

The three types of data required are:

- School Plant Descriptors - data identifying school characteristics including the name, location, available facilities, and capacity;
- Resource Utilization - data describing allotments and expenditures for staff and equipment, books, supplies and maintenance, utilities and other noninstructional services;
- Pupil Characteristics - data describing the number of pupils enrolled and attending classes within a school building and the home background and learning needs of those pupils.

3. What types of reports should the system produce?

The content of the reports must, of course, be flexible if the system is to respond to the wide range of questions asked of the school system each year. However, the system must provide a capacity to:

- provide point-in-time reports on both resource allocation and utilization. For example, the system should be able to describe the number of classroom teachers allocated to each school and the number of classroom teachers actively employed at a school building on a given date;
- provide cumulative reports which summarize resource utilization over a selected time period. For example, the system should be able to describe the dollars expended for staff and materials within any portion of a school year;
- provide information in a comparative context. The system should facilitate comparisons of schools with similar characteristics (region, grade, enrollment size) and across school years. In addition, the system should provide comparisons of resource allocations with the actual delivery of services to a school building.

4. What kind of reporting format will enhance the utility of the information produced by the reporting system?

Each report should be self contained. This means that the reader should be able to understand the report without interaction with those responsible for its preparation. The prerequisites of a self contained report are:

- the objectives of the report are described in the title and supplementary footnotes;
- the division or office within the school system or D.C. government responsible for the data collection and analysis are clearly labelled;
- the content of the report is fully documented including definitions, origin (by responsible data collection agency), and date of all data elements;
- the meaning of the report is highlighted by the organization and format of the data display. The order of the data, by region, school size and/or grade span, is selected in accordance with information needs and interests of the proposed audience. Where feasible, flags are used to highlight data of interest.

5. How does the school system now prepare school-by-school reports?

Presently, all school-by-school reports are prepared on an ad hoc basis. A few reports such as the equalization and comparability reports are prepared with the assistance of a computerized data analysis program. Most reports are manual tabulations of data maintained in paper and index card files in offices and school buildings scattered throughout the school system and the D.C. Government.

6. Why can't the existing data analysis and reporting system prepare the reports described in the response to previous questions?

The major obstacles to school-by-school reporting are the inaccessability, incompleteness and inaccuracy of essential data.

- Many key data items including expenditures for staff salaries, materials and supplies and building maintenance are maintained by governmental departments other than the school system.
- Much of the requisite data, particularly that describing pupil characteristics, are maintained in paper files. When computer assisted analysis is used, the data must be transformed into a computer readable format.
- There is little coordination among offices of the D.C. government responsible for collection of essential data. The resulting incompatibility of cost center codes, data definitions and reporting formats is a major barrier to the analysis and presentation of school-by-school information.
- Officers and agencies responsible for data file maintenance rarely verify data accuracy. The few verification procedures established are designed to meet the needs of the agency which maintains the file. For example, the D.C. government agency that maintains the payroll file checks only data items which might lead to an unauthorized or inaccurate payment. Data errors in a position title, cost center allocation or other data of primary importance to the school system may go undetected and uncorrected for many years.
- Few of the data files allocate resources among school buildings. The position control and the personnel file now allocate all positions and staff to a single cost center. Itinerant staff shared by more than one building are assigned to a single school building. The equalization and comparability reporting system requires information from a manually maintained membership file, telephone survey, and site visit information to determine the allocation of itinerant staff among school buildings. Some data such as the allocation of substitute teachers among school buildings or the absentee rate of school staff are not currently maintained in an accessible format.

7. How would an integrated school-by-school reporting system overcome the difficulties of existing data systems?

Most of the difficulties of the existing system stem from incomplete, inaccurate or inaccessible data. The proposed system requires a substantial investment in data file development before any report is produced. Once established, the system will significantly increase the range of information available to the school system. These reports will be produced in a fraction of the time at a fraction of the cost now required for a single school-by-school report.

8. What will the system look like?

The system will have two major components:

- a data base system which captures data from existing files as they become available. Data will be verified as it is input into the system. If uniform standards for data definitions, coding, reporting and verification are adopted by responsible data collection agencies, the data file collection and maintenance tasks will be significantly reduced.
- a reporting and analysis system which allow the analyst preparing the report to select a wide range of tabulation and reporting options without tedious computer programming.

9. What must be done to develop a school-by-school reporting system?

Development of this system will require a commitment of resources and energy by the School Administration and Board. An office of the school system must be charged with developing the new information system. Responsibilities will include:

- cataloguing of the data requirements and establishing data priorities;
- completing a comprehensive review of existing data systems;
- developing a detailed system plan for the step by step implementation of the data base and analysis system;
- allocating the necessary authority and resources for implementation of the system plan.

Chapter I

The Current School-by-School Reporting Procedures

Chapter I: The Current School-By-School Reporting Procedures

This chapter presents an overview of the procedures used to prepare school level data. At the present time, there is no general school based management information system. When a department receives a request for school level data, a four step process is initiated. This process consists of:

- collection and merger of data elements from various departments or school buildings within the school system and D.C. Government agencies;
- verification of the accuracy of the collected data and of the file merger process;
- design and implementation of an analysis procedure;
- preparation and presentation of the final report.

Because many of the data elements required for such reports are not routinely collected, maintained, or verified at the school level, each new report generally results in new requests for information from school principals already burdened with heavy reporting responsibilities. Often, the new request is to verify data submitted by the principal in previous reports to various departments, at various points in time.

Often, the data analysis is manually performed. Preparation of a report in reply to a single request is not an arduous task for 200 schools. However, time requirements for manual processes severely restrict the number of requests that can be produced, while a computer could process a request in seconds.

For reports where a number of iterations of the data are expected, such as equalization or comparability, the computer is often used. However, such programs are generally written to read specific data fields and perform specified functions. A request for exploration of an alternative formula to allocate staff requires several days or weeks because a new data processing program must be designed and developed.

Despite these limitations, the proposed enhancements to current capabilities will depend heavily on current data systems for raw data collection and editing. Furthermore, many reporting requirements of the new system will be expansions of current reports. Thus, the current systems are the foundation for the school based

management information system.

Section 1 of this chapter describes the current procedures used to collect and maintain the data required for school-by-school reporting. Section 2 provides examples of the procedures used to prepare two significant school based reports: the Equalization Reports and the School Building Maintenance and Repair Report. Section 3 provides a summary of the procedures for integrating the current data collection and reporting systems into a school based management information system.

Section 1: The Existing Data Collection System

This section describes current procedures used to collect and maintain the three types of data that are the building blocks of a school based management information system. These are:

- School Plant Descriptors - data identifying school characteristics including the name, location, available facilities, and capacity of a school building.
- Resource Utilization - data describing allotments and expenditures for staff, equipment, books, supplies, maintenance, utilities and other non-instructional services.
- Pupil Characteristics - data describing the numbers of pupils enrolled and attending classes in a school building and the demographic and academic descriptors of the school's pupil population.

Section 1.1: School Plant Descriptors

Plant descriptor data are collected and maintained by the Division of Building and Grounds. Many of these data, including school location, date of construction and number of square feet per building, are maintained in index card files. Detailed descriptions of each school building including number of square feet per room are available from the blue prints maintained by this division. The School House Accommodation Report available in both computer type and printed report form contains the following data for each school building: (a) a building code (which is not, however, the cost center code used in the accounting system); (b) the school name; (c) capacity (the number of pupil stations); and (d) the school facilities (the number of rooms by functions, e.g., regular classrooms, auditoriums, gymnasiums). This current file was prepared by a school building survey in 1972.

Capacity measures are calculated from pupil/teacher ratios mandated for each room type. For example, the approved pupil/teacher ratio for an ordinary classroom is 27 to 1. Therefore,

a school with 10 regular classrooms would have 10 regular classroom teacher stations and 270 pupil stations.

Updating procedures for this file capture the results of four possible kinds of changes which occur within the school. These changes include:

1. additions or deletions from the school building inventory. As new buildings become available, they are entered into the file. Old buildings are deleted if they are removed from the inventory by demolition or transfer to another government agency or private group.
2. structural changes to rooms which alter functional inventory and capacity measures. For example, if wall partitions are built in regular classroom space in an existing building, the room inventory is updated to reflect the addition of the new offices and deletion of the classroom. Capacity measures are updated to delete the teacher and pupil stations in the deleted classroom space.
3. functional changes to school buildings which alter capacity counts. For example, if a school is transferred from the Department of Elementary Education to the Department of Secondary Education, the mandated pupil/teacher ratios for each room must be updated to reflect its altered status.
4. changes in the Board mandated pupil/teacher ratios for rooms of specific grade levels or functions. This type of change could alter the recorded number of teacher and pupil stations without changing building structure or function. Such changes reflect changing policy on the pedagogically "correct" pupil/teacher ratios by grade level and classroom function.

A major limitation of this file is that it reflects the physical structure of a school building. If a principal chooses to adapt a regular classroom to a special function such as music, art or team teaching, the capacity measures recorded on the School House Accommodation File would not reflect the actual room utilization. The current file was prepared in 1972. Modifications to buildings completed since then will not be recorded until the next file update which has not been scheduled.

Other plant descriptors that may be compiled by surveys or review of accounting or personnel data are:

- type of heating and cooling systems, and
- fuel used for heating and cooling.

Figure 1-1

Comparison of Selected Staff Data Elements Available
from Position Control, Personnel, Payroll and
Membership (Form 19) Files

<u>Position Control File</u>	<u>Personnel File</u>	<u>Payroll File</u>	<u>Membership Reports (Form 19)</u>
Position Control No.	same	same	
Accounting Code No.	same	same	
Position Fund Source (e.g., District Appropriations, Impact Aid, ESEA Title I)	same	same	
Grade or Pay Level	same	same	
Position Title	same	same	
Position Status (vacant or filled)	same	same	
Position type (e.g., regular, temporary)	same	same	
Cost Center No.	same		
	Incumbent Pay Step	same	
	Date of Next Step Increase		
	Current Annual Salary		
	Employee Name	same	same
	Social Security Number	same	same
	Race		
	Sex		
	Service computed Date		
		Salary paid this period	Specific grade taught (if regu- lar teacher)
		Benefits paid this period	
		School building to which check is sent	Percent of time allocated to each school bldg.
		Cumulative Salary paid this calen- dar year	
		Benefits paid this calendar year	

Section 1.2: Resource Utilization

Resource utilization data include three types of data elements:

- Staff and position descriptors - data describing staff positions, staff characteristics and costs.
- Materials and supplies - data describing instructional materials requested and purchased, including textbooks, teaching supplies, library books and audiovisual equipment.
- Operational Maintenance - data describing the type, data and dollar value of supplies or services requested and purchased. These data include services such as repairs and improvements bought from General Services or supplies and utilities (e.g., fuel oil, gas, and electricity) needed to operate the school plant. Operational staff costs (e.g., custodial and maintenance staff on the school system payroll) are included in the staff category.

A description of procedures currently used to collect these data is found in the following sections.

Section 1.2.1: Staff and Position Descriptors

Staff data are maintained in four files:

- The Position Control File (PCF) which contains a record describing each authorized position in the D.C. school system;
- The Personnel File which contains a record describing each employee of the D.C. school system;
- The Payroll File which contains a record describing the salary and benefits paid to each person working in the D.C. school system during the current pay period, and
- The Membership Reports (Form 19) which list all instructional staff and the proportion of time each member provides services to each school building. (This form is also the major tool for collecting pupil membership counts as described on page I-17).

Figure 1-1 presents an overview of the data items contained in each file which are commonly used in school based reports. The three computer type files, position control, personnel and payroll files, contain only one record per staff unit (a position in the case of the position control file, an employee in the case of the personnel and payroll files). The membership reports, on the other hand, do record the proportion of time a staff member is assigned to each building. The following sections will describe the process used to update and maintain these files and to inform the schools and regional offices of changes to the centrally maintained files.

The Position Control File (PCF): The primary function of this file is to ensure that personnel are assigned only to authorized positions. This file is used by the Personnel Office to verify that a position exists as described on the Personnel Action Request and is vacant. Before an appointment is made, the position identification number is typed into a computer terminal linked to the PCF file stored in direct access mode. If the position number is found, the file contents including selected Personnel Accounting File (PAF) data are listed on a cathode ray tube screen. If the position is vacant and all descriptive information including the account number is correct, a Board Order (Form 1) is completed and sent to the Personnel Director or School Board for approval. (Board authorization is required for appointments of positions graded TSA 15 and above). If the position number is not found, the Personnel Office works with the Regional Office and the school to determine the problem source. Often, a position number is not found because of a coding error on the Personnel Action Request. However, many errors reflect a genuine misunderstanding of the number or account source of position allocations within a school or region. All such errors are detected and corrected before an appointment is made, ensuring that the PCF and PAF remain congruent with the positions listed in the Budget.

The PCF may be used for review of the allocation of full time positions among the district's schools. The file may be listed in hard copy (paper) format. This will provide the School Board, central administration, Regional Superintendent or School Principal with a list of positions allocated to each school. Available data include:

- the position number and account code;
- the position title;
- the position grade;
- the position type (permanent or temporary);
- the position status (filled or vacant);
- position incumbent name and Social Security number (if filled on PAF).

The PCF does not contain a description of the allocation of staff shared by more than one school because there is only one record for each position. Positions shared by more than one school are allocated to a single cost center, generally the school receiving the largest percentage of the itinerant staff services. Some positions providing services to a large number of school buildings such as substitute teachers are assigned to central administration or regional office cost centers.

Figure 1-2 displays the process used to update the PCF. When a school requests a position to be added to the school, the Regional Office completes a Budget Change Request (Allotment Form 76-1 displayed in Figure 1-3). This form is forwarded to the Budget Office Position Control Unit which edits the PCF. The newly created position is listed as vacant until the Division of Automated Information Service (AIS) enters the Board Order (Form F) data into the PAF. The process used to update the PAF is described in the following section.

The Personnel Accounting File (PAF): This file provides a wide range of descriptive material about each employee of the D.C. school system. In addition to race and sex, this file contains the Civil Service or Teacher Salary Act grades and pay step information needed to compute longevity payments, a commonly requested data element in school based reports. As noted in the previous section, selected fields on the report including the incumbent name and Social Security number are stored in a direct access format readily cross-referenced by the PCF. The number of data fields which can be cross-referenced is to be expanded. A major impediment to the accessibility of this file is the quality of the PAF data. Before a data item is integrated with the PCF, the 11,000 file records must be reviewed and corrected.

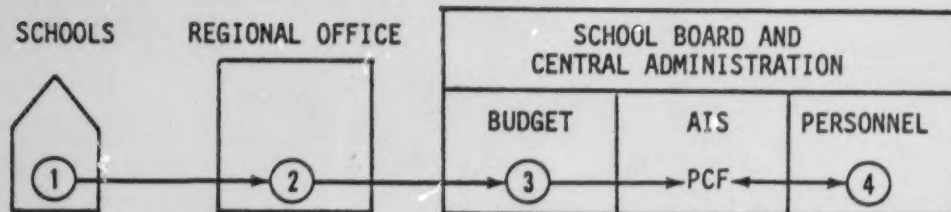
The PAF is updated each time a new employee is added or an existing employee changes status (e.g., changes schools or is promoted to a higher grade). Figure 1-4 presents an overview of the process used to add a new employee record to the file. The school principal sends a memo to the Regional Superintendent requesting that an individual be appointed to a position assigned to his or her school. The Regional Superintendent prepares a Personnel Action Request (Figure 1-5) which includes the position number and account code. When Personnel receives the Personnel Action Request, the PCF file is queried to determine if the position is vacant and assigned to the requesting school (Page I-5 contains a description of the process). Once the position vacancy has been verified, a Board Order (Form 1 - Figure 1-6) is prepared for review and signature by the Director of Personnel and/or the School Board. (Only positions TSA-15 or above require School Board approval). If approval is obtained, the signed Board Order is burst and distributed to the Budget Office, the Personnel Office, the Regional Office and the schools losing and gaining services. The Personnel Office copy is transmitted to the Division of Automated Information Service which enters the information into the PAF. In addition to the Board Order, each of the government units listed above receives a memo from Personnel describing the appointment.

The PAF like the PCF assigns individuals to a single cost

Figure 1-2

POSITION CONTROL FILE INFORMATION FLOW

-Set Up or Change Position Assignment-



- ① Principal generates a memo requesting that a position be assigned to his or her school. This may be done at the same time a memo is sent asking that someone be appointed to the new position.
- ② The Regional Office completes a Budget Change Request (Allotment Form 76-1) requesting that a position be deleted from one account and added to another.
- ③ The Position Control Unit of the Budget Office edits the PCF and the Budget and Fiscal files. This edit creates a record for the new position and deletes the record for the position eliminated. The edited PCF has a record for the new position. One data field indicates that the position is vacant.
- ④ When the position is filled, a copy of the board order (Form 1) is sent to the Division of Automated Information Service which updates the Personnel Accounting File (PAF). Because the PCF is integrated with selected data in the PAF, the PCF lists the newly appointed incumbent and changes the position status code to "filled."

Figure 1-3

BUDGET CHANGE REQUEST
D. C. PUBLIC SCHOOLS

ACCOUNTABLE OFFICE: _____ DATE: _____

REDUCE ACCOUNT NO. _____ / _____ / _____ BY: \$ _____
Main Object Sub-Object

INCREASE ACCOUNT NO. _____ / _____ / _____ BY: \$ _____
Main Object Sub-Object

CHANGE POSITION ALLOTMENT:

	(Account Code)	(Grade)	(Title)	(Position No.)	Cost (Center)	Expiration (Date)
FROM:	_____	_____	_____	_____	_____	_____
TO:	_____	_____	_____	_____	_____	_____
DELETE POSITION:	_____	_____	_____	_____	_____	_____
ADD POSITION:	_____	_____	_____	_____	_____	_____

CHECK ONE: ☐ Reprogramming (temporary change) ☐ Redirection (permanent)

JUSTIFICATION (include reason reduction is possible): _____

REQUESTED BY: _____
Accountable Office Reduced

ACCEPTED BY: _____
Accountable Office Increased

APPROVED: _____
State Grant Office

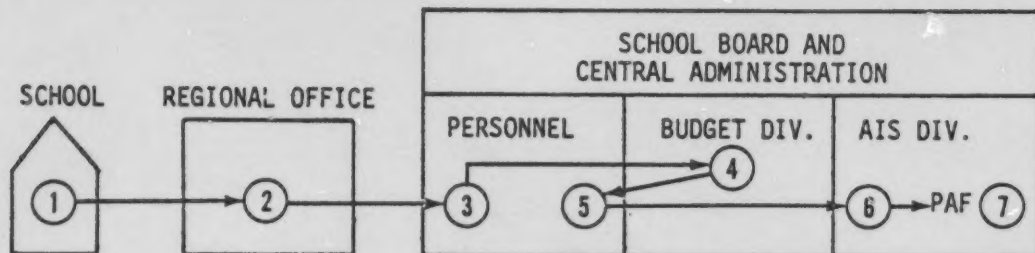
APPROVED: _____
Deputy Superintendent

APPROVED: _____
Superintendent of Schools

BUDGET DIVISION USE ONLY		
Ledger No. _____	Date _____	
Approved: _____ Budget Director		
ALLOTMENT CHANGED:		
Date: _____	Change No. _____	Initials _____
REDIRECTION RECORDED:		
Date: _____	Batch No. _____	Initials _____
Checked: _____		

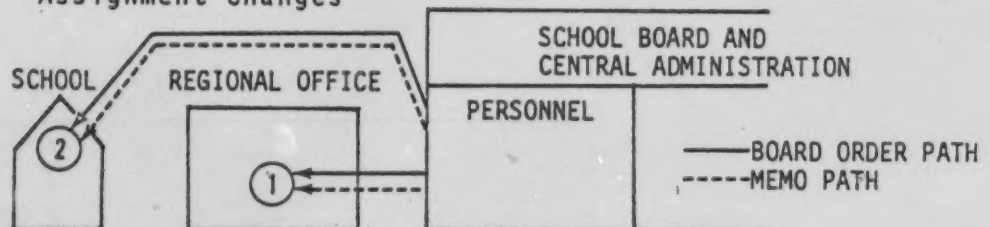
Figure 1-4
PERSONNEL FILE INFORMATION FLOW

A. Set Up or Change a Personnel Assignment



- ① Principal generates a memo requesting that a specific individual be appointed to a position allocated to his or her school
- ② Regional Office completes Personnel Action Request
- ③ Regional Office sends request to the Personnel Office
- ④ Personnel Office verifies position vacancy and that the proposed personnel meet the position requirements
- ⑤ The Personnel Office completes a Board Action Form (Form 1), obtains authorizing signature of Director of Personnel and School Board (if required), and
- ⑥ Sends a copy to the AIS Division
- ⑦ AIS Division enters data into PAF

B. Procedure to Inform Schools, Regional Office of Personnel Assignment Changes



- ① Personnel sends copy of Board Order (Form 1) and memo to Regional Office
- ② Personnel sends copy of Board Order (Form 1) and memo to schools changing and/or losing services

Figure 1-5

PERSONNEL ACTION REQUEST

(DATE) _____

TO: _____

FROM: _____

NAME OF EMPLOYEE (1) _____ SS# (2) _____

TELEPHONE NO. (3) _____ ADDRESS: (4) _____

NATURE OF ACTION: (5) _____ RECOMMENDED
EFFECTIVE DATE: (6) _____

	<u>TO</u>
POSITION TITLE (7)	
POSITION NUMBER (8)	
CLASS OR GRADE (9)	
SALARY (10)	
SCHOOL/LOCATION (11)	
STATUS OF POSITION (12)	
NATURE OF ACTION	VICE: (13) ACCOUNTING CLASSIFICATION CODE: (14)
REMARKS: (15)	

DIRECTIONSNATURE OF ACTIONITEMS TO BE COMPLETED

APPOINTMENTS ----- ALL ITEMS

RE-APPOINTMENTS ----- ALL ITEMS

PROMOTIONS ----- ALL ITEMS EXCEPT (3)

DEMOTIONS ----- ALL ITEMS EXCEPT (3)

TRANSFER ----- ALL ITEMS EXCEPT (3) (9) (10)

CHANGE OF STATUS ----- ALL ITEMS EXCEPT (3) (9) (10)

RESIGNATION ----- (1) (2) (4) (5) (6) (15)

RETIREMENT ----- (1) (2) (4) (5) (6) (15)

LEAVE OF ABSENCE ----- (1) (2) (4) (5) (6) (15)

RETURN TO DUTY ----- (1) (2) (4) (5) (6) (14) (15)

CHANGE OF NAME ----- (1) (2) (4) (5) (6) (15)

SIGNATURE (DIV. OF PERSONNEL) _____

SIGNATURE (INITIATING OFFICER) _____

Figure 1-6
Board Order Form 1

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GOVERNMENT OF THE DISTRICT OF COLUMBIA
PERSONNEL ACTION
PUBLIC SCHOOLS

(FILE NO.)

1 O FORM 1 PS (1978)

SOCIAL SECURITY NO.		002	MJC	003	2. NAME ADDRESS		006	LAST	FIRST	MIDDLE	009	1. MR. 2. MRS. 3. MISS	3. PERSONNEL ACTION NO.			
DATE OF BIRTH		22	5. EMPLOYMENT DATE		6. RESIDENCE		074	9. APPROVED BY BO. OF ED. MEETING OF		6. VETERANS' PREFERENCE						
NATURE OF ACTION		NTE DATE (TEMP. AMT.)		232	1. DC 3. VA 2. MD 4. OTHER		APPROVED BY BO. OF ED. POLL ON		1. NONE 2. 5 PT. 3. 10 PT.							
EFFECTIVE DATE		182	11. FEGLI (Regular)		084	FEGLI (Optional)		086	12. SERVICE COMP. DATE		222	13. HEALTH BENEFITS CODE				
		1. COVERED 2. INELIGIBLE 3. WAIVED		1. UNDER 35 2. 35 THRU 54 3. 55 AND OVER								CARRIER CONTROL NO. 080				
FROM:		POSITION TITLE AND NUMBER		15. PAY SCHED. SERIES		16. GRADE		STEP	17. SALARY		TIME SERVICE					
				18. ORGANIZATIONAL UNIT						TENURE IN SYSTEM:		TENURE IN POSITION:				
TO:		POSITION TITLE AND NUMBER		20. PAY SCHED. SERIES		225	21. GRADE		031	STEP	032	22. SALARY		033	TIME SERV.	043
				23. ORGANIZATIONAL UNIT								TENURE IN SYSTEM:		TENURE IN POSITION:		
4. ORGANIZATION CODE		004	25. RETIREMENT		070	01. CS RETIREMENT 02. TEACHERS' RET. 03. POLICE/FIRE		04. JUDGES (3%) 05. JUDGES (3.5%) 06. JUDGES (6.5%)		26. PHYS. HAND.		236				
017		ACCOUNTING CLASSIFICATION CODE		28.		235	1. STATUTORY CIVIL SERVICE 2. EXCEPTED POSITION									
9. SERVICE CODE		026	30. RETAINED RATE:		224	31. LEAVE CATEGORY		191	32. LEAVE CEILING		196					
				(Expiration Date)		ENTER 4, 6, OR 8										
13. TYPE OF EMPLOYMENT		027	34. SEPARATION CODE		234	35. TERMINATION CODE		183	1. RESIGNED 2. RETIRED 3. TRANSFERRED 4. DECEASED		8. MILITARY					
		1. FULL-TIME 2. PART-TIME 3. FULL-TIME TEMPORARY 4. PART-TIME TEMPORARY 5. INTERMITTENT														
36. ☐ SUBJECT TO SATISFACTORY MEDICAL EXAMINATION AND CHEST X-RAY.																
37. ☐ SUBJECT TO COMPLETION OF _____ YEAR _____ PERIOD BEGINNING _____																
REMARKS:																

center. If an individual is assigned to more than one school, the parttime assignment to each school receiving services is noted in the "remarks" section of the Board Order. The memo noting schools sending and receiving services also lists each receiving school. However, only one cost center, usually the one receiving the largest proportion of the individual's services is listed in computer accessible files such as the PAF and PCF.

The Fully Integrated PAF and PCF

The Office of the Budget is developing an integrated PAF and PCF file. When this project is fully operational in July of 1976, the Budget Change Request Form and the Personnel Action Request form will be replaced by a single form, the Personnel and Position Control Authorized Record (OMS Form 76-2, Figure 1-7). The Regional Superintendents will be given a record for each position assigned within their district. The position information will be preprinted in the record. Changes to the integrated PAF and PCF file will only be made if a record form with additions or corrections is presented to Personnel or to the Position Control Unit. The information will be entered directly into a file in a process similar to that now used for the PCF.

The process for requesting a position or personnel change will remain the same. The unified form will ensure that personnel information is entered into the PAF when the appointment is made (without transmitting a form between Personnel and AIS) and that all the position identification is entered correctly in both the PCF and PAF.

The Payroll File(s): The Payroll file provides the information required by the U.S. Treasury to calculate and print payroll checks for a specific pay period and to send the printed checks to a designated pick-up point (usually a school building). These files contain a record for each individual to be paid in a given pay period including the name, Social Security number, salary, take home pay and deductions.

Figure 1-8A presents an overview of the process which creates a payroll file. Three government agencies, the D.C. School System Payroll Office, the District of Columbia Shared Computer, and the U.S. Treasury cooperate to produce the file. The Payroll Office is responsible for printing, distributing, and collecting the Time and Attendance forms (Figure I-9). The sheets are sent to the school or the building at which school staff pick up their check. In the case of school staff, the school secretary maintains an attendance log for all staff members. If a staff member works in more than one building, the school at which he or she collects the check is responsible for maintaining attendance records and for completing the Time and Attendance form. Attendance at schools other than the one responsible for

**PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
PERSONNEL AND POSITION CONTROL AUTHORIZED RECORD**

Figure 1-7

ACCOUNTABLE OFFICE	TELEPHONE NUMBER	DATE PREPARED
--------------------	------------------	---------------

PART I. REQUEST FOR POSITION ACTION

A. KIND OF ACTION REQUESTED: (SPECIFY REPROGRAMMING (TEMPORARY), REDIRECTION (PERMANENT), DELETE, ADD, ETC.)					

1. ACCOUNT CODE	2. GRADE	3. TITLE CODE	4. POSITION NO.	5. COST CENTER	6. EXPIR. DATE

7. ACCOUNT CODE	8. GRADE	9. TITLE CODE	10. POSITION NO.	11. COST CENTER	12. EXPIR. DATE

13. SIGNATURE, ACCOUNTABLE OFFICE REDUCED	14. SIGNATURE, ACCOUNTABLE OFFICE INCREASED	15. DATE

PART II. REQUEST FOR PERSONNEL ACTION

A. KIND OF ACTION REQUESTED: (SPECIFY APPOINTMENT, REASSIGNMENT, RESIGNATION, ETC.)					

1. SOCIAL SECURITY NO.	2. NAME	3. PERSONNEL ACTION NO.
	LAST FIRST MIDDLE	

4. DATE OF BIRTH	5. EMPLOYMENT DATE	6. VETERANS PREFERENCE
		1. NONE 2. 5 PT 3. 10 PT

7. NATURE OF ACTION	8. RESIDENCE	9. APPROVED BY BO OF ED MEETING ON
1. DC 2. VA 3. MD 4. OTHER		APPROVED BY BO OF ED POLL ON

10. EFFECTIVE DATE	11. FEGLI (REGULAR)	12. FEGLI (OPTIONAL)	13. SERVICE COMP. DATE	14. HEALTH BENEFITS CODE
	1. COVERED 2. INELIGIBLE 3. WAIVED			

15. POSITION TITLE AND NUMBER	16. PAY SCHED. SERIES	17. GRADE STEP	18. SALARY TIME SERVICE

19. POSITION TITLE AND NUMBER	20. PAY SCHED. SERIES	21. GRADE STEP	22. SALARY TIME SERV.

23. ORGANIZATIONAL UNIT	24. ORGANIZATION CODE	25. RETIREMENT	26. PHYS. HAND
		01. CS RETIREMENT 02. TEACHERS RET. 03. POLICE/FIRE	04. JUDGES (3%) 05. JUDGES (3.5%) 06. JUDGES (5.5%) 11. PCA 12. NONE

27. ACCOUNTING CLASSIFICATION CODE	28. STATUTORY CIVIL SERVICE
	1. STATUTORY CIVIL SERVICE 2. EXCEPTED POSITION

29. SERVICE CODE	30. RETAINED RATE (EXPIRATION DATE)	31. LEAVE CATEGORY	32. LEAVE CEILING
		ENTER 4, 6 OR 8	

33. TYPE OF EMPLOYMENT	34. SEPARATION CODE	35. TERMINATION CODE
1. FULL TIME 2. PART TIME 3. FULL TIME TEMPORARY 4. PART TIME TEMPORARY 5. INTERMITTENT		1. RESIGNED 2. RETIRED 3. TRANSFERRED 4. DECEASED 5. MILITARY

36. VICE	37. SUBJECT TO SATISFACTORY MEDICAL EXAMINATION AND CHEST X-RAY

38. SUBJECT TO COMPLETION OF _____ YEAR _____ PERIOD BEGINNING _____

39. REMARKS

40. RECOMMENDED BY ACCOUNTABLE OFFICE	SIGNATURE	DATE

PART III BUDGET DIVISION USE ONLY

CLEARANCES	SIGNATURE	TITLE	DATE
1. APPROVED BY STATE GRANT OFFICE			
2. APPROVED BY BUDGET ☐		DIRECTOR	

PART IV PERSONNEL DIVISION USE ONLY

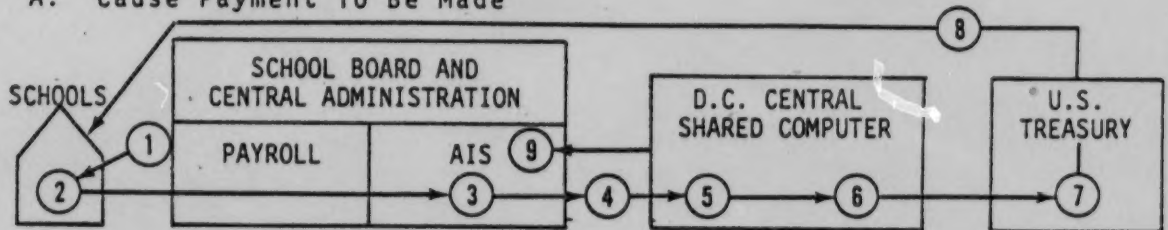
CLEARANCES	SIGNATURE	TITLE	DATE
CLASSIFICATION			
1. ☐ ADDITIONAL IDENTICAL			
2. ☐ NEW ☐			
3. ☐ PLACEMENT OR EMPL.			
4. ☐ VACANCY ANNOUNCEMENT NO.			
5. ☐ POSITION CONTROL			
6. ☐			
7. APPROVED BY PERSONNEL		DIRECTOR	

PART V ADDITIONAL REMARKS

INDICATE PART AND ITEM TO WHICH REMARKS APPLY

Figure 1-8: PAYROLL FILE DATA FLOW

A. Cause Payment To Be Made



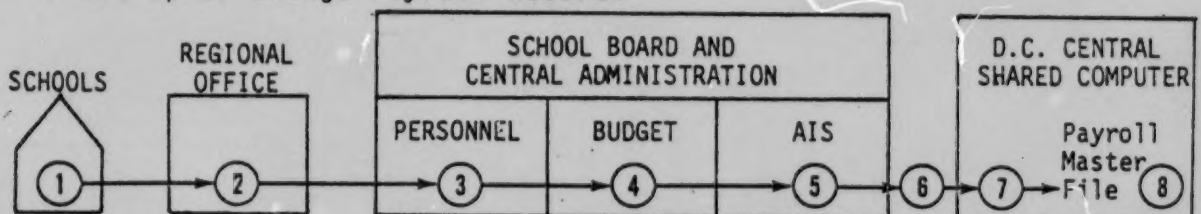
This system is newly implemented (Sept. 1975). Prior to that date, a person could be paid without a Time and Attendance Form.

- ① Preprinted Time and Attendance forms are mailed to schools
- ② School secretary or clerk completes forms, and
- ③ Sends them to School Board which
- ④ Forwards them in batches to D.C. Central Computer
- ⑤ D.C. optically scans Time and Attendance Forms, and

- ⑥ Prepares payroll work tape, and
- ⑦ Sends tape to U.S. Treasurer for payment
- ⑧ Treasurer sends checks to schools
- ⑨ D.C. sends detailed payroll data to Automated Services Division

NOTE: Payroll tapes include only salary and benefits for the 2 week pay period and cumulative salary and benefits for the calendar year. Cumulative expenditures for the school year are only available by aggregating tapes for all pay periods in a school year.

B. Set Up or Change Payroll Records



- ① Principal generates a Personnel Action Memo
- ② Regional Office completes Personnel Action Request
- ③ Regional Office sends request to Personnel Office
- ④ Personnel verifies that position is vacant and that proposed personnel meets formal position requirements (grade, education level)
- ⑤ Personnel Office gets necessary Board approval and completes Board Action (Form 1), and

- ⑥ Sends to D.C. Central Shared Computer
- ⑦ D.C. keypunches Board Action Form
- ⑧ D.C. enters data into Payroll Master File

NOTE: The only "school" code included in the Payroll Master File is the check distribution code. The actual location where services are performed (building number) is not included in this file.

Figure 1-9
Payroll Time and Attendance Forms

GROUP	SOCIAL SECURITY NUMBER	MJC	NAME
-------	---------------------------	-----	------

NEW HIRES
ONLY

REGULAR

ADMIN. PREM.

EXTRA DUTY

PART TIME FACULTY

TIME WORKED

ANNUAL

SICK

CONF.

LWOP

AWOL

SUSP.

MIL.

OTHER

TIMEKEEPER

PLEASE PRINT LIKE THIS
PRESSING FIRMLY:

1 2 3 4 5 6 7 8 9 0 X

NOTES:

1. MARK ☐ BOX WITH (X) ONLY IF FIELD IS NEGATIVE.
2. CODE FRACTIONS AS FOLLOWS: $\frac{1}{2}$ =2, $\frac{1}{5}$ =5, $\frac{1}{7}$ =7

the Time and Attendance Form is verified by a phone call to the schools known to share the services of a staff member. The memo describing personnel assignments (described in the previous section) informs the secretary of the percentage of time an itinerant staff member is allocated to each school. This information is used only to verify hours which are listed on the Time and Attendance form. The allocation among school buildings is not recorded in a computer readable file.

Figure 1-8A presents an overview of the process used to create a payroll tape. A payroll file is created for each pay period upon receipt of the Time and Attendance sheets. The D.C. Shared Computer uses the Time and Attendance Sheets to determine the number of hours for each individual who is to be paid. The Payroll Master File containing the grade, pay scale, and benefit information for each school system employee provides salary information. Each payroll tape contains the information needed to print the payroll checks including the total salary, benefit deductions, and take home pay for the pay period and a cumulative total for a school year. One copy of the tape is sent to the U.S. Treasury for use in printing the payroll tapes. Another copy is sent to the school system Division of Automated Services (AIS).

Figure 1-8B presents a process used to add or change information stored in the Payroll Master File maintained by the District government. When an appointment is made or a current employee receives a promotion, the Personnel Division sends a copy of the Board Order (Form 1) to the D.C. Central Shared Computer. The information of the Board Order is entered into the Payroll Master File.

The system now used by the District government to verify the accuracy of the Payroll Master File data only checks the data fields which control payment (e.g., the employee name, building to which check is sent, salary and payment levels). Many data items vital to school system management including the position grade are not verified. For example, the Official Payroll Master File lists three Superintendents of Schools. Authorization for Miscellaneous Changes (Form DC-275, Figure 1-10) is used to request editing changes to the Payroll Master File. These changes are entered into the Payroll Master File at irregular intervals determined by the District Computer Facility.

To ensure an audit trail, the District government requires that the paper copy be transmitted for keypunching and entry into the Master File. Because of the edit procedures described above, keypunching errors in the entry of these forms may go undetected. The school system is working with the District government to develop more rigorous file editing and verification standards and to modify the procedure now used to transmit the change

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF BUDGET & FINANCIAL MGMT.
DISTRICT ACCOUNTING PAY SECTION

AUTHORIZATION FOR
MISCELLANEOUS CHANGES

Use this form when no
oth source document is
req .d to change data in
the master payroll file.

PLEASE PRINT OR TYPE

SOCIAL SECURITY NUMBER	MJC	NAME (Last, First, Middle Initial)	ORGANIZATION CODE	EFFECTIVE DATE
------------------------	-----	------------------------------------	-------------------	----------------

CHANGES OR CORRECTIONS

FIELD CODES	DEPT	OFFICE	UNIT	ORGANIZATION CODE
1	004			

ACT	YR	SYMBOL	BUDGET ACT	LM	ACTIVITY	MAIN	OBJ	SUB	OBJ
2	017								

ACCOUNTING
CLASSIFICATION CODE

3	043		REGULAR HOLIDAYS OR DAYS IN TOUR (TIME SERVICE)
---	-----	--	---

4	044		PAY STATUS
---	-----	--	------------

5	002		-		-					SOCIAL SECURITY NUMBER
---	-----	--	---	--	---	--	--	--	--	------------------------

6	026		SERVICE CODE
---	-----	--	--------------

REMARKS:

FIELD CODES	IDENTIFY DATA BELOW:
7	
8	
9	
10	
11	

DC-275 (7-72)

PREPARED BY

J-5618-74

Authorization for
Miscellaneous Changes

Figure 1-10

requests. One possible method for error reduction will be to transmit an edited computer tape copy of the DC-275 form to the D.C. Shared Computer.

Because the interagency negotiation and cooperation needed to change the Payroll Master File Update procedures is likely to be lengthy, the Budget Office is developing a system to verify and edit the payroll tapes received from the District Shared Computer. This will allow use of the payroll data in school system management reports. However, this is a short term solution to the Payroll file problem as it will, of necessity, result in a discrepancy between the "official" Payroll Master File and the one used for school district management.

The Membership Report Form 19 (Figure 1-11). For elementary schools, this form contains a list of all instructional staff by:

- name;
- grade level taught;
- number of boys and girls enrolled in his or her class (for classroom and special education teachers);
- full time equivalent assignment to each school to which he or she provides service.

For secondary schools, these forms list the number of full time equivalent teachers at each grade level and the number of boys and girls enrolled in each grade. This form is forwarded to the Division of Planning, Research and Evaluation through the Regional Offices. In some regions, copies are filed directly with the Division of Planning, Research and Evaluation. Figure 1-12 displays the collection date for each form. A schematic is not provided because the files are maintained manually. The newly collected reports are placed in labelled file folders.

Irregularly, these forms are coded into a computer processing format and transmitted to the Division of Automated Services for transfer into machine readable format. This is done, for the most part, as a segment of the data base preparation required for the equalization and comparability reports. These forms record only personnel actually on-site in a school building; vacancies are not reported.

Membership Report Form 19

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
MEMBERSHIP REPORT

School Building

Date December 4, 1975

GRADE AND SPECIAL CLASSES	NAME OF TEACHER	BOYS		GIRLS		TOTAL
6	Barfield, Portia K., Mrs. (Perm.)	14		13		27
6	Gee, Judith A., Mrs. (Perm.)	16		13		29
5	Blount, Geraldine E., Mrs. (Perm.)	17		13		30
5	Jenkins, Lucille G., Mrs. (Perm.)	19		12		31
4	Greene, Mildred E., Miss (Perm.)	19		15		34
4	Makel, Mary A., Miss (Perm.)	19		16		35
3	Hall, Jeanette H., Mrs. (Perm.)	19		16		35
3	Dixon, Mary J., Mrs. (Perm.)	9		7		16) 34
2	" " " " "	9		9		18)
2	Welborne, Olive Miss (Perm.)	11		24		35
1	Brown, Eudora D.G., Mrs. (Perm.)	13		9		22
1	Diggs, Alda B., Mrs. (Perm.)	14		9		23
1	Wilson, Elaine J., Mrs. (Perm.)	8		14		22
Ign A.M.	Price, Geraldine B., Mrs. (Perm.)	5		10		15) 29
P.H.	" " " " "	8		6		14)
n All Day	Wills, Waltine C., Mrs. (Perm.)	9		11		20
e-K A.M.	Kennedy, Geraldine H., Mrs. (Perm.)	6		9		15) 31
P.H.	" " " " "	6		10		16)
		✓		✓		✓✓
	GRAND TOTAL,	221		216		437

Membership equals
discharged.

School Building

Date December 4, 1975

Membership equals the number belonging on the date of this report, i. e., the number enrolled minus those who are permanently discharged.

GRADE AND SPECIAL CLASSES	NAME OF TEACHER	BOYS		GIRLS		TOTAL
	Resident					
Counselor	Bowers, Willa M., Mrs. (Perm.)					
Librarian	Felton, Linda L., Mrs. (Perm.)					
Sp. Edna.	Graeme, Thelma S., Mrs. (Perm.)					
	Special Subject Teachers					
	Non-Resident					
Psych.	Border, Ted (Perm.) 1 day week					
Speech	Morrison, Donna H., Mrs. (Perm.) 1 day week					
	TOTAL,					

NUMBER OF: Part-time classes 0 Part-time pupils 0 Pupils on Kgn. Waiting List 0

Number of pupils included above in grades (1 through 6) or grades (7 through 9) who should be in Social Adjustment classes but for whom such facilities are not available 0

Please indicate "none" by zero.

Figure 1-12

Membership Dates - School Year
1975-76

<u>Membership Form</u>	<u>Membership Reporting Date</u>
Form 19	September 11, 1975
Form 19	September 18, 1975
OCR 102	September 25, 1975
OCR 102	October 16, 1975
Form 19	November 6, 1975
Form 19	December 4, 1975
Form 19	January 8, 1976
Form 19	February 5, 1976
Form 19	April 1, 1976
Form 19	May 6, 1976
Form 19	June 3, 1976

The difference between Form 19 and OCR 102 is the level of detail. OCR 102 includes racial and ethnic counts while Form 19 does not.

Section 1.2.2: Materials and Supplies

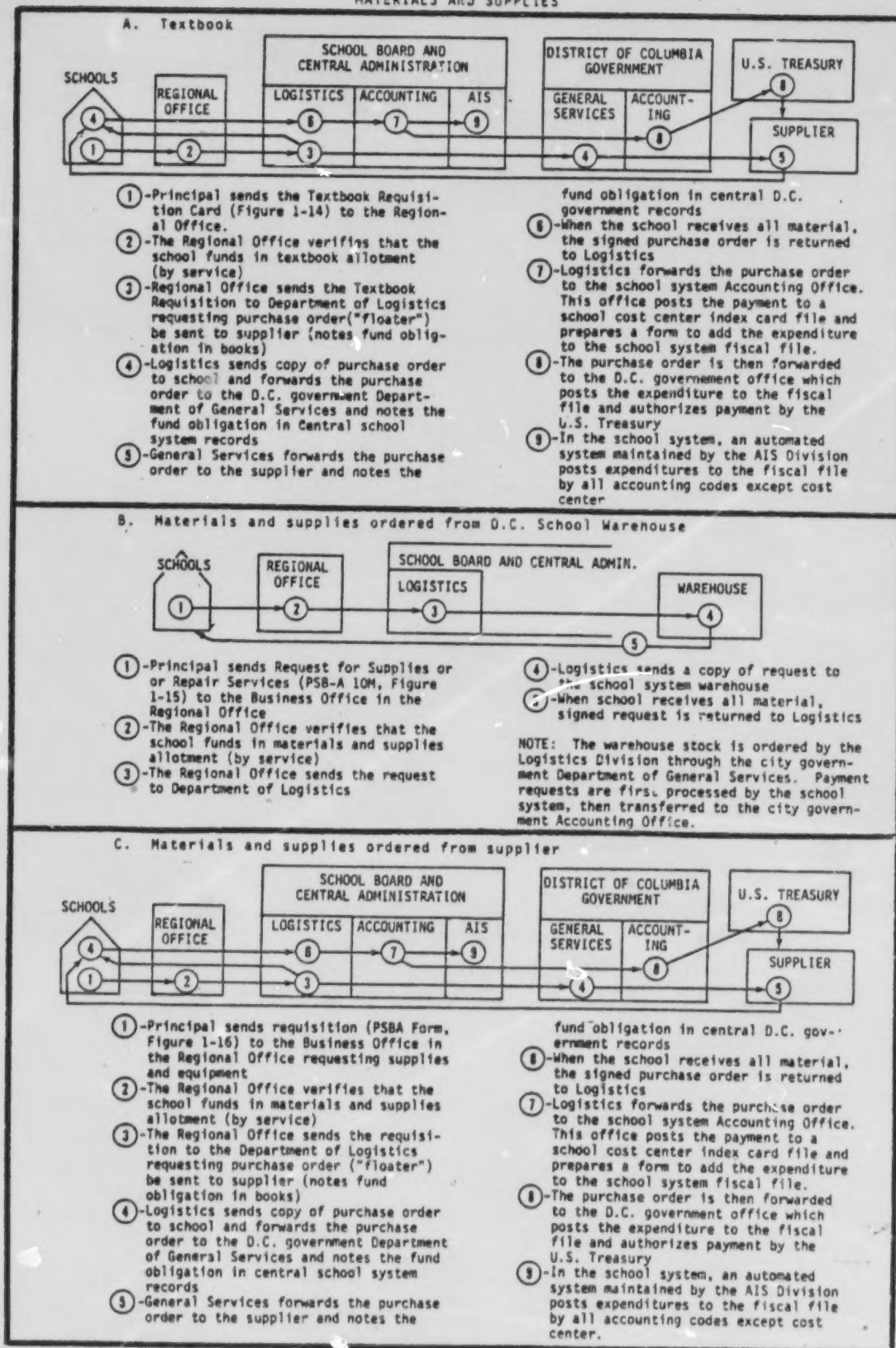
Materials and supplies are divided into three categories. These are:

1. Textbooks for D.C. approved curriculum, textbooks that are ordered from the publisher by the Division of Logistics in response to a school request;
2. supplies used for every day activities in most schools such as paper, pens and pencils. These supplies are purchased in bulk by the Division of Logistics and stored in the central warehouse.
3. supplies and equipment used to support instructional programs in individual schools. These supplies can be special purpose curriculum materials or equipment or repairs to materials and equipment purchased previously. These materials are purchased by the Division of Logistics after receipt of a request from an individual school.

A similar process is used to request and distribute each type of item. However, the request forms and the ordering process are sufficiently different to warrant the separate schematics displayed in Figure 1-13.

The process of recording and monitoring material and supply purchases is complicated by the overlapping responsibilities of the school system and the city government. The school system's Department of Logistics is responsible for coordination of all school system material and supply purchases. However, this school system office does not have purchasing authority. All purchase requests are, therefore, transmitted to the D.C. Government purchasing agency, the Department of General Services. Payment presents a similar problem for the school system. The school system's accounting office records expenditures and maintains a fiscal file. However, the city government accounting office retains authority for authorizing all payments. This dual system can lead to errors or inconsistencies in the accounts. This occurs most frequently when either the school system or the city accounting office inaccurately posts a payment.

Figure 1-13
MATERIALS AND SUPPLIES



<u>SAMPLE</u>				
<u>NAME OF SCHOOL</u>	<u>TOTAL AMOUNT SUBMITTED</u>			
<u>DATE</u>	<u>SIGNATURE OF PRINCIPAL</u>			
<u>ALLOTMENT</u>	<u>COST CENTER</u>			
<u>TEXTBOOK CONSOLIDATION</u>				

<u>SCHOOL</u>	<u>CODE</u>	<u>SAMPLE QUANTITY</u>	<u>COST</u>	<u>TOTAL COST</u>
<u>TEXTBOOK REQUISITION</u>				

Figure 1-14

Textbook Ordering Forms

Figure 1-15

Materials and Supplies Ordering Form
(Warehouse Materials)

D.C. PUBLIC SCHOOLS										PSBA 10M (REV. JAN. 1973) REQUEST FOR SUPPLIES OR REPAIR SERVICES														
REQUEST FOR (CHECK ONE) : ☐ ISSUE ☐ TURN-IN ☐ REPAIR ☐										BUILDING CODE					REQ. NUMBER					-FY				
										STOCK NUMBER					QUANT. ORDERED					U/I				
NOMENCLATURE																								
MAKE					MODEL					SERIAL NUMBER														
DELIVER TO:																								
APPROPRIATION NUMBER										UNIT PRICE					TOTAL PRICE									
REASON FOR REPAIR (IF APPLICABLE)																								
DATE APPROVED					APPROVED BY					DELIVERY DATA					DATE RECEIVED					RECEIVED BY				
DOCUMENT NUMBER										QUANT. ISSUED					QUANT. BACKORD.					CODE:				
																				1. DOCUMENT CONTROL SUSPENSE FILE				

Figure 1-16 Materials and Supplies Requisition
INSTRUCTION FOR PREPARATION - SEE REVERSE SIDE

D. C. PUBLIC SCHOOLS REQUISITION FOR EQUIPMENT, SUPPLIES, OR SERVICES		1. REQUISITION NO.		2. BUS. ADM. CONTROL NO.													
		3. PAGE NO. OF PAGES		4. WHS CONTROL NO.													
		5. DATE PREPARED		6. JOB NO.													
7. TO D. C. PUBLIC SCHOOLS DEPARTMENT OF BUSINESS ADMINISTRATION 415 TWELFTH STREET, N. W. - 8TH FLOOR WASHINGTON, D. C. 20004		8. FROM (Requisitioning point—name and location)															
9. ALLOTMENT AND EXPENSE ACCOUNTS CHARGEABLE		10. SIGNATURE OF APPROVING OFFICER															
11. FOR INFORMATION CALL (Name, telephone code, and extension)		12. TITLE OF APPROVING OFFICER															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">FORM OR STOCK NO. (13)</th> <th style="width: 45%;">DESCRIPTION OF ARTICLES OR SERVICES (14)</th> <th style="width: 10%;">QUANTITY (15)</th> <th style="width: 5%;">UNIT (16)</th> <th style="width: 10%;">UNIT PRICE (17)</th> <th style="width: 15%;">AMOUNT (18)</th> </tr> </thead> <tbody> <tr> <td style="height: 300px;"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>						FORM OR STOCK NO. (13)	DESCRIPTION OF ARTICLES OR SERVICES (14)	QUANTITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)						
FORM OR STOCK NO. (13)	DESCRIPTION OF ARTICLES OR SERVICES (14)	QUANTITY (15)	UNIT (16)	UNIT PRICE (17)	AMOUNT (18)												
ACQUISITION OF NON-EXPENDABLE ITEMS — TO BE FULLY JUSTIFIED ON FACE OF REQUISITION. REPAIR REQUESTS—SHALL SHOW ITEM, MAKE, MODEL NO., SERIAL NO. AND DESCRIPTION OF WORK TO BE DONE ON FACE OF REQUISITION																	
19. DELIVER TO (Give complete address, including zip code)		20. SHIPPED VIA ☐ FREIGHT ☐ PARCEL ☐ EXPRESS ☐ MAIL POST			TOTAL												
		21. FILLED BY	22. PACKED BY	23. CHECKED BY													
		24. BILL OF LADING NO.		25. DATE SHIPPED													
26. THE ABOVE ITEMS OR SERVICES WERE RECEIVED EXCEPT AS INDICATED ABOVE																	
SIGNATURE		TITLE			DATE												

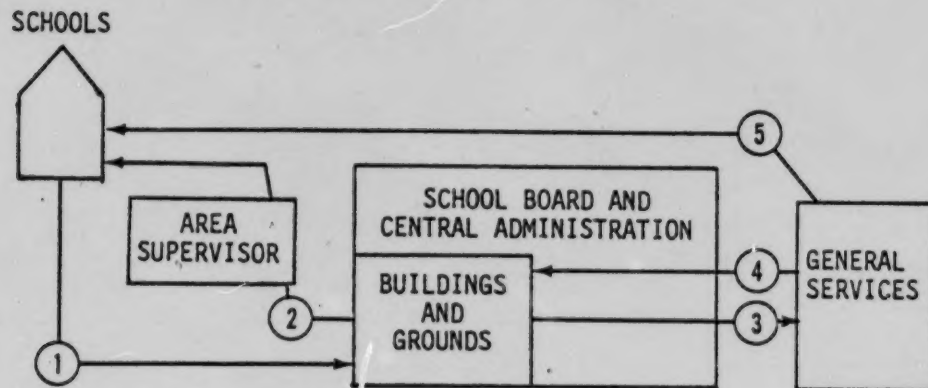
Section 1.2.3: Maintenance Costs

The Department of Buildings and Grounds is responsible for collection and monitoring of requests for repairs and improvements. The Department of Buildings and Grounds maintains a small "flying squad" of maintenance personnel who may be assigned to minor emergency repairs such as electrical or plumbing failures. Most repairs, however are carried out by the District of Columbia Department of General Services. The funds for school building repairs are divided into two categories:

1. Capital improvement funds which are line item appropriations for permanent improvements to school buildings. Permanent improvements eligible for capital funding are defined by District government regulations. Current regulations list two categories of eligible improvements: (a) replacement or rehabilitation of a major mechanical system, e.g., boiler plant, air conditioner, or roof; or (b) alteration of existing space to allow a new program use. Capital improvements must have a life span greater than eight years and increase the value of the existing structure.
2. operating budget funds which are a lump sum allocation. The funds reserved for "flying squad" repairs remain in the school system budget. The remainder of these funds are transferred to a revolving fund of the Department of General Services. This category also includes routine maintenance, repair of property due to violence, all work on grounds or playground material and new work which does not fit descriptions of a capital fund item. New work items include hardware, doors and partitions.

Figure 1-17 presents an overview of the process used to collect and monitor requests for repairs and improvements funded by operating budget funds of the Department of Buildings and Grounds (the "flying squad") or the Department of General Services. A single form, the DGS-39, (Figure 1-18), is used to request services. Buildings and Grounds completes a DGS-39 for emergency requests called in by a school. When a DGS-39 is received, an Area Supervisor is sent to review the request and determine if the task is approved for an operating fund expenditure. Each Area Supervisor is responsible for 20 to 25 buildings. Because the schools were assigned before the region boundaries were established, these school clusters

Figure 1-17
REPAIRS AND IMPROVEMENTS FUNDED BY OPERATING BUDGET
-Data Collection Flow-



- ① School requests a repair and improvement
- ② Buildings and Grounds sends an Area Supervisor to review request and to assign priority codes
- ③ Buildings and Grounds maintenance engineer determines if repair can be completed by District "flying squad" or should be transferred to General Services
- ④ General Services enters request in D.C. Status Order Report. A monthly listing of the report is sent to Buildings and Grounds
- ⑤ Repairs are made and entered into file

Form DGS-39

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF GENERAL SERVICES
REQUEST FOR WORK TO BE PERFORMED**

Work to be Performed for:

Department _____

Division _____

Request No. _____

Location of Work _____

Description of Work to be Performed: _____

Building No. _____

NO. _____

Issue Date _____

ESTIMATE:	
Labor	_____
Man Hours	_____
Material	_____
Total	_____
Trade Code _____	
FUNDING	
Fiscal Year	19 _____
Working Fund	_____
Capital Outlay	_____
Salaries & Expenses	_____
WORK TO BE PERFORMED	
	BY
Repairs & Improvem'ts	_____
Improve & Maint. Plan'g.	_____
Field Ops	_____
Supply	_____
Design & Engr'g	_____
Const. Mgm't	_____
Bldg. Mgm't	_____
Program Mgm't	_____
Contract	_____

Figure 1-18
DGS-39

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Date _____ Signature _____ Title _____

ORIGINAL

RETAIN YELLOW AND EXTRA COPY, FORWARD WHITE, GREEN, PINK AND BLUE COPIES TO THE DEPARTMENT OF GENERAL SERVICES

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cut across region boundaries. The task to be performed is classified by type: new work, repair due to vandalism or a repair due to use. The DGS-39 is then assigned a priority by a Maintenance Engineer at Buildings and Grounds. Priority assignments range from "emergency" which receive immediate attention to "needed for mission support" which are attended to as the resources become available.

When a DGS-39 is received by DGS, it is logged into the computerized D.C. Order Status Report. This computer file includes each repair requested by a school over a five-year period. This file is logged according to the following:

- the request number;
- the priority assigned;
- the type of repair;
- the date the request was received;
- the date the requested work was started;
- the estimated cost;
- the cost to date.

Each month, a printout of this file is sent to Buildings and Grounds.

A copy of the DGS-39 is returned to the school which allows the principal to monitor the date his or her request was received by DGS. This file allows Buildings and Grounds or any interested person to monitor the average time between a request and a repair. However, DGS does not notify either Buildings or Grounds or a school when repairs are scheduled. Priority assignments may aid in estimation of time that will elapse between a request and a repair. However, repair crews appear without any final notification to the school system.*

Once a year, Buildings and Grounds solicits requests for capital fund improvements. Each regional supervisor is asked to collect requests from the school principals within his or her region and to review and prioritize requests. Because the capital budget section of the District budget is usually underfunded, the delay between a request and inclusion in the budget may be as long as three years.

* There is one exception: the DGS "pilot crew" schedules maintenance at each school once a year. Large schools are assigned two days and small schools are assigned one day of work, usually painting and carpentry. "Pilot" and "flying squad" maintenance is approximately 10 percent of all maintenance and repairs for the year.

Section 1.3: Pupil Characteristics

Pupil characteristics are generally limited to seven types:

- membership (daily or point in time);
- attendance;
- attainment (graduation and promotion);
- grade level;
- sex;
- race;
- program (special education and regular program).

Figure 1-19 presents an overview of the five basic data collection reports, the type of data collected and the reporting data. Figure 1-20 presents a schematic of the data collection process. Most of these forms, except for the Impact Aid form, are first collected by the regional offices. In former years, the Membership Report (Form 19) and the Membership Report (OCR Form 102) were sent directly to the Division of Research, Planning and Evaluation. All Impact Aid forms were sent directly to the Impact Aid Unit. Section 1.3 describes the procedures now used to collect and maintain these data.

Section 1.3.1: The Membership Reports - Form 19

Figure 1-21 displays the Membership Form 19. This form serves a dual purpose. It collects point in time "head counts" for both pupils and instructional staff.

At the beginning of the school year, the parent or guardian of each child must complete an official enrollment card (Form 611) which is displayed in Figure 1-22. If a child enters during the school year, a card is completed upon entry for instruction. A pupil is registered as attending the school until formal discharge proceedings are initiated. If a child leaves a school without initiating a discharge process, discharge will take place after the school principal or District truant officer determines the reason a child has failed to appear (e.g., moved, left school because he passed the required age of attendance). The number of active enrollment cards is counted to complete the membership 19 form.

The data from this form are used to assist Research and Evaluation in the projection of enrollment for the succeeding year. These data are not routinely entered into machine readable form. However, this Fall, head counts will be used to monitor compliance with equalization and comparability guidelines.

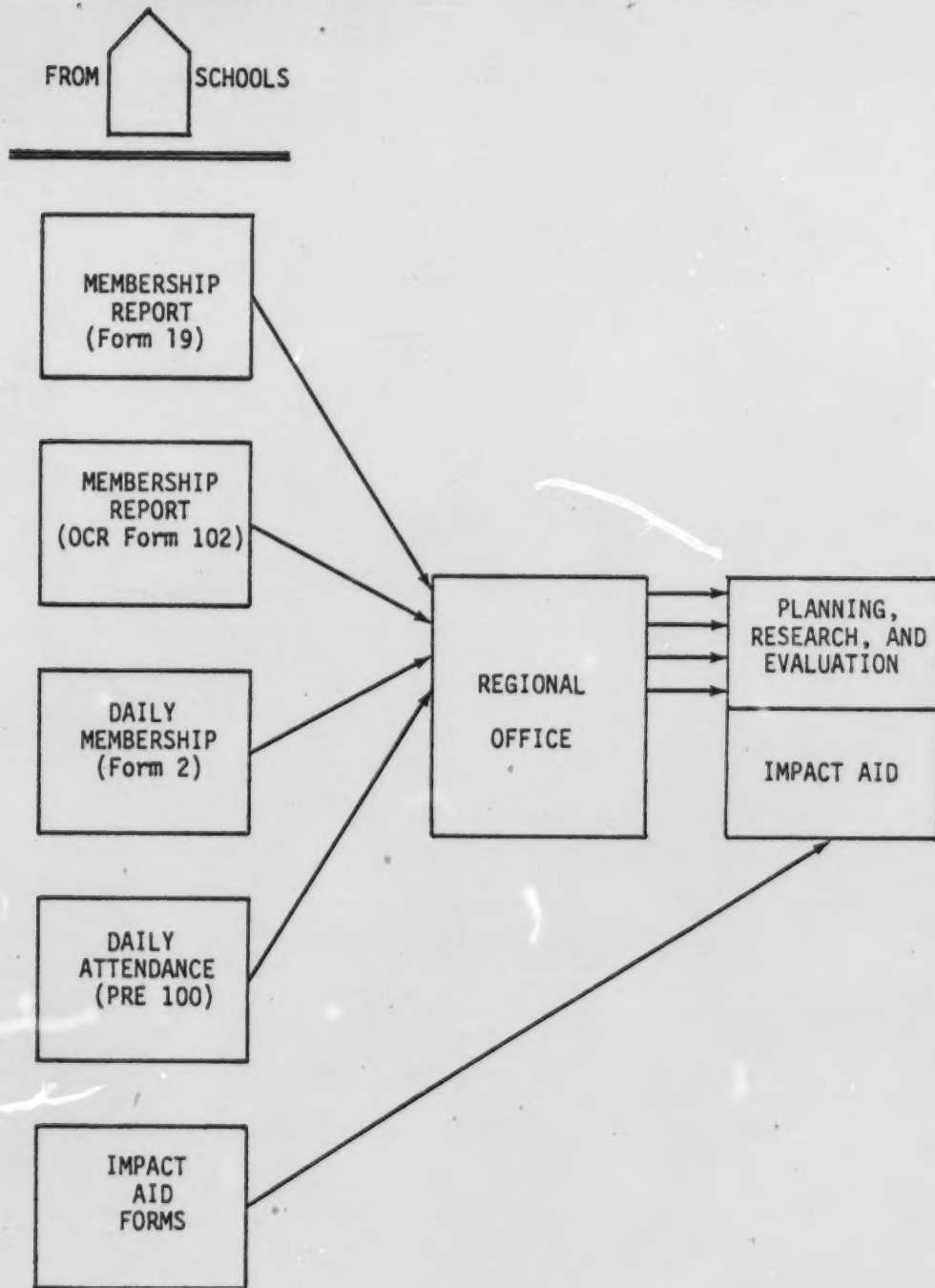
Figure 1-19

Pupil Characteristic Data Collection
Forms: Current Dates

<u>FORM</u>	<u>DATA ELEMENT</u>	<u>DATES</u>
Membership Report 19	Membership as of Selected	Thurs. 09/11/75
	Enrollment Dates by sex,	" 09/18/75
	grade and classroom teacher	" 11/06/75
		" 12/04/75
	Special education classes are	" 01/08/76
	recorded on the same form with	" 02/05/76
	regular enrollment. However,	" 04/01/76
	all special education classes	" 05/06/76
	are clearly marked.	" 06/03/76
Membership Report OCR Form 102	Official enrollment by sex,	09/25/75
	race, grade and classroom teacher	10/16/75
	Special education classes are	
	recorded on the same form with	
	regular enrollment. However,	
	all special education classes	
	are clearly marked.	
Impact Aid Survey Form	Impact Aid Survey on record per pupil	10/16/75
Form 2	Daily Membership discharges and entries by type	Reports are prepared for all school days in calendar month (i.e., for Sept. 4-30; for Oct. 1-31)
	Separate forms are prepared for special education pupils by type of special education	
PRE 100	Daily attendance by sex (no distinction is made between special education and regular attendance)	Reports are prepared for all school days in calendar weeks

Figure 1-20

PUPIL CHARACTERISTIC DATA COLLECTION FLOW



School Building

Date _____

[illegible]

Number of pupils included above in grades (1 through 6) or grades (7 through 9) who should be in Social Adjustment classes but for whom such facilities are not available -----

P-1024

Principal.

Figure 1-22

PLEASE USE BALL POINT PEN, PRINT, AND PRESS FIRMLY

STUDENT'S NAME	LAST	FIRST	MIDDLE	SEX ☐ M ☐ F	
STUDENT'S ADDRESS					TELEPHONE
DATE OF BIRTH	PLACE OF BIRTH				
STUDENT LIVES WITH (IF OTHER THAN PARENT)	RELATIONSHIP				
OCCUPATION	EMPLOYER				
BUSINESS ADDRESS	TELEPHONE				
FATHER'S NAME	TELEPHONE				
HOME ADDRESS					
OCCUPATION	EMPLOYER				
BUSINESS ADDRESS	TELEPHONE				
MOTHER'S NAME	TELEPHONE				
HOME ADDRESS					
OCCUPATION	EMPLOYER				
BUSINESS ADDRESS	TELEPHONE				
IN CASE OF EMERGENCY NOTIFY:			TOTAL NUMBER OF CHILDREN 18 AND UNDER IN THE HOME		
NAME			TELEPHONE		
ADDRESS					
DOCTOR	ADDRESS		TELEPHONE		
I CERTIFY THAT THE ABOVE INFORMATION IS CORRECT. I UNDERSTAND THAT THE GIVING OF FALSE INFORMATION FOR THE PURPOSE OF DEFRAUDING THE GOVERNMENT IS PUNISHABLE BY LAW.					
D.C. PUBLIC SCHOOLS ENTRY FORM 611 (REV. 8-70)		SCHOOL COPY.		SIGNATURE OF PERSON WITH WHOM STUDENT LIVES	
				DATE	

FOR SCHOOL USE ONLY

HOME/ROOM OR TEACHER GRADE

STUDENT NUMBER

SCHOOL

DATE OF ENTRY

ADMISSION FROM

MANNER OF ADMISSION ☒ E- ☐ O-

BIRTH CERTIFICATE NUMBER

VACCINATION ☐ YES ☐ NO

PRESCHOOL EXPERIENCE ☐ YES ☐ NO IF YES, DESCRIBE BELOW

SPECIAL INFORMATION

Section 1.3.2: Official Enrollment (Office for Civil Rights Form 102)

The District of Columbia must file yearly reports on the sex and race composition of schools for selected grade levels, with the Federal Office for Civil Rights. Form 102 (Figure 1-23) is the authorized survey instrument. In addition, these data are designated the official enrollment and are used by the Division of Research and Evaluation to prepare long term enrollment projections. This year, this form was used twice. The September 25, 1975 enrollment counts were used to prepare the Equalization and Comparability reports. This is the only membership data routinely transformed into machine readable form.

Section 1.3.3: Daily Membership

Each school is requested to keep a daily record of new students and students who withdraw. This information is generally kept in a membership notebook maintained by the school secretary or clerk. Withdrawals are entered when a determination has been made that a child has officially left a school. As noted in the previous section, many weeks may be required to determine the official status of a child who withdraws without notifying the school office of his/her intentions. The daily record of entries and withdrawals, a report of all entries and all withdrawals by type, is summarized for a calendar month and sent to the Planning, Research and Evaluation Division through the Regional Office (Figure 1-24).

Currently, these data are not transformed into machine readable format. A manual tabulation of average daily membership for individual schools and the District is prepared once a year by the Planning, Research and Evaluation Division.

Section 1.3.4: Daily Attendance

Each school is required to keep a daily record of attendance. In elementary schools, teachers report absentees twice a day (a.m. and p.m.). In secondary schools, attendance is reported in homeroom. The technique for collecting attendance data varies by school. In some schools, teachers turn in the attendance card for all absent pupils (Figure 1-25) to the central office.

REVISED SAMPLE

MEMBERSHIP REPORT

SAMPLE FOR ELEMENTARY AND SECONDARY SCHOOLS

REVISED

School Building _____

Date _____

Membership equals the number belonging on the date of this report, i.e., the number enrolled minus those who are permanently discharged.

Grade Level or Type of Class (1)	Name of Teacher (2)	Status ^a of Teacher (Check) (3)				NON-HISPANIC										HISPANIC		GRAND TOTAL		
						Black/ Negro		White/ Caucasian		American Indian or Alaskan Native		Asian (Oriental or Pacific Islander)		Total Non- Hispanic		Total Hispanic		(Sum of Cols. 12 and 14)	(Sum of Cols. 13 and 15)	(Sum of Cols. 16 and 17)
						Boys (4)	Girls (5)	Boys (6)	Girls (7)	Boys (8)	Girls (9)	Boys (10)	Girls (11)	Boys (12)	Girls (13)	Boys (14)	Girls (15)	Boys (16)	Girls (17)	Total (18)
6th	Smith, Mary O., Mrs.	x				16	7	-	1	-	-	-	-	16	8	-	-	16	8	24
5th	" " " "					3	1	-	-	-	-	-	-	3	1	-	-	3	1	4
KGN. -ALL DAY	Small, Jane, Miss	x				5	8	4	1	-	-	-	-	9	9	2	-	11	9	20
KGN. - A.M.	Slade, Mae K., Mrs.	x				2	3	1	-	-	-	-	-	3	3	6	8	9	11	20
" P.M.	" " " "					12	13	-	-	-	-	-	-	12	13	-	-	12	13	25
SECONDARY SCHOOLS																				
12	(Leave blank)					450	310	-	-	-	-	-	-	450	310	-	-	450	310	760
11	(Leave blank)					251	300	-	1	-	-	-	-	251	301	-	-	251	301	552
10	(Leave blank)					320	250	-	-	-	-	-	-	320	250	-	-	320	250	570
TOTAL																				

NUMBER OF: Part-time classes _____ Part-time pupils _____ Pupils on Pre-Kgn. Waiting List _____ Pupils on Kgn. Waiting List _____ (Please indicate "none" by zero.)

NOTE: A student should be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. However, no person should be counted in more than one race/ethnic group.

Black, not of Hispanic Origin--A person having origins in any of the black racial groups.

White, not of Hispanic Origin--A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.

American Indian or Alaskan Native--A person having origins in any of the original peoples of North America.

Asian or Pacific Islander--A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Hispanic--A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish Culture or origin, regardless of race.

Source for all race/ethnic designations is the U. S. CIVIL RIGHTS BUREAU 05/CR 102

Figure 1-23

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PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

Form 2
REV. 1974

Figure 1-24

Principal's Report to the Superintendent on Pupil Enrollment

School _____

12'. Number belonging on the last school day last report
(The first report of each year this item should be blank).....

For Month of _____, 19__

11. Pupils entered as E-1 this school year (Entry should
be made on First report only).

MAKE SEPARATE REPORT FOR SPECIAL CLASSES
(One for T.M.R. classes, one for
Sight Conservation, etc.)

	DAYS					DAYS					DAYS					DAYS					DAYS					TOTAL
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
ENTRIES																										
12. Entries of those discharged the preceding school year or transferred from the inactive to the regular roll.....																										
13. Reentries-discharged this school year ..																										
14a. Entries-transfer from other D.C. Public Schools.....																										
14b. Entries by transfer between Regular and Special classes.....																										
15. Entries from non-public schools.....																										
16. Entries from all other sources.....																										
A. Total number of entries																										
DISCHARGES																										
17a. Transferred to other D.C. Public Schools																										
17b. Transfers between Regular and Special classes																										
18. Discharged to non-public schools																										
Discharged to work																										
19. Discharged-other approved conditions...																										
20a. Discharged under specified conditions...																										
20b. Discharged-not of compulsory school age (under 7 or over 16 years).....																										
B. Total number of discharges.....																										

12. Total number belonging on this date (12' + A - B).....

Total Days School in Session This Month _____ Days

Report Submitted _____, 19__ By _____
(Principal)

Leave Blank

FORWARD TO: Division of Research and Evaluation
Presidential Building

Form 2: Daily Membership, Entries and Discharges
by Type

Aggregate Number of Days _____
Average Number Belonging _____

Figure 1-25

Daily Attendance Record

FORM 565 - REVISED 1975

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

ATTENDANCE RECORD CARD 1975 - 1976

SCHOOL _____ TEACHER _____

PUPIL'S NAME _____ M ☐ F ☐ DATE ENTERED _____ SECTION OR GRADE _____

HOME ADDRESS _____ PHONE NO. _____

FATHER'S NAME _____ BUSINESS ADDRESS _____ DATE OF BIRTH _____

MOTHER'S NAME _____ BUSINESS ADDRESS _____ PHONE NO. _____

HOLIDAY ☒ H ABSENT A.M. ☐ P.M. ☐ ALL DAY ☒ TARDY A.M. ☐ P.M. ☐ A.M. AND P.M. ☐

	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
SEPTEMBER		2	3	4	5	6	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
OCTOBER				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
NOVEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
DECEMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
JANUARY					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
JANUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
FEBRUARY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
MARCH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
APRIL				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
MAY	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
JUNE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Use reverse side for special notations.

Use reverse side for special notations.

J-60243-76

The central office secretary then prepares an absentee list for each teacher (Figure 1-26). In other schools, each teacher prepares the absentee list. Note that although a teacher is not required to call roll, absentees are reported. The school secretary summarizes the attendance for a calendar week on Form PRE 100 (Figure 1-27). The form is then forwarded to the Regional Office for transfer to the Division of Planning, Research, and Evaluation. This form is now transferred into machine readable format. This will allow more frequent tabulations of average daily attendance.

Section 1.3.5: Impact Aid

The Impact Aid Survey Unit is responsible for identifying children whose residence and family membership made them eligible for Federal Impact Aid funds. The survey forms (Figure 1-28) are distributed by the classroom homeroom teacher. All forms must be completed and signed by a parent or guardian. Because the school receives Impact Aid on the basis of the number of eligibles, the school, regional office, and the Impact Aid Unit make a vigorous effort to collect all forms. The Impact Aid Unit is responsible for collection and tabulation of the counts of eligibles, often through an elaborated address matching procedure. At the present time, these data are not cross checked against other membership counts nor is it accessible by other departments or divisions in any form.

Figure 1-26

Form 55—Revised 1963
PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

DAILY ATTENDANCE REPORT

Room Section

Date

Signed
(Section teacher)

J-3148-74

Classroom Teachers' Daily Attendance Form (completed AM and PM in elementary schools)

Figure 1-27

Form PRE 100
(Revised 9/75)PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
LOCAL SCHOOL ATTENDANCE REPORT

(Please Check)

Region I _____
Region II _____
Region III _____
Region IV _____
Region V _____
Region VI _____

School Name _____

Report for Week Ending _____

NUMBER OF STUDENTS *						NUMBER SUSPECTED TO BE TRUANT		
Male		Female		Total Enrollment	Male	Female	Total	
Present	Absent	Present	Absent					
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

* All spaces, by days, must be filled in using a "zero" when necessary.

(Signed) Principal _____

Date Submitted _____

Procedures to Report Student Attendance

1. Each principal of an elementary school, junior high school, senior high school, vocational high school, special education school, or other special school shall report student attendance weekly on Form PRE 100, Local School Attendance Report.
 2. The School Attendance Report form will be used to consolidate attendance data each day for the period of one school week. Data to be reported will include numbers of students absent and present, by sex; and number of students suspected to be truant, by sex.
 3. Attendance will be reported on this form by each school using an appropriate reporting time for that particular school.
 4. Kindergarten and Pre-Kindergarten attendance records will be kept for both the A.M. and P.M. classes, including both in the totals. Using head count, report each individual student only one time during a day.
 5. Principals will forward Form PRE 100 to the office of the Regional Superintendent each Monday covering the reporting period of the previous week.
 6. Regional Superintendents will be responsible for the collection of reports from all their units, accuracy and completeness of responses, and transmittal of all reports to the Division of Research and Evaluation by Wednesday of each week.
 7. Regional Superintendents will be responsible for providing attendance data directly to the Division of Research and Evaluation for each school not submitting a report by Wednesday of each week. The collection of forms will not be the responsibility of the Division of Research and Evaluation.
- Division of Research and Evaluation and DAIS will be responsible for processing system-wide data and providing suitable reports.
9. Additional forms may be obtained from the Regional Offices.

Weekly Attendance Report

Figure 1-28

**PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C.**

FEDERAL IMPACT AID/LOW-RENT PUBLIC HOUSING STUDENT-PARENT SURVEY

The Parent Or Guardian:

Congress under Public Law 81-874 (as amended), makes available funds to aid in the maintenance and operation of public schools located in areas where property is affected by Federal activities. The District of Columbia is such an area. Taxes, a portion of which would help fund public school education, are not levied on this property. Therefore, the Federal Government grants additional funds to supplement those appropriated for maintenance and operation of the public schools.

All claims for these funds must be substantiated by written records for public school pupils. No claims for funds will be allowed by the U. S. Office of Education without filled out and signed survey forms for public school pupils. One survey must be conducted each school year. The survey will be conducted in October of each school year.

Please fill out and sign the form below and return it immediately to the pupil's teacher. This information will be kept confidential by the Impact Aid Survey Unit. We need your cooperation and assistance in order to get this money for the schools.

Sincerely Yours,
BARBARA A. SIZEMORE
Superintendent of Schools

		Please Do Not Write In This Space
School year: 1975-76	Count Date: October 16, 1975	Classification _____ Code _____

Please print (ink or typewriter)

Student's Last Name	First Name and Initial	Date of Birth Month Day Year	Name of School	Grade	Room	Name of Teacher October 16, 1975
Student's Home Address October 16, 1975						
Street		City	State	Zip Code	Telephone	

Last name (father or male guardian) First Name and Initial	Home Address October 16, 1975	Street	City	State	Zip Code
--	-------------------------------	--------	------	-------	----------

Does the above named student live in the same home with you? Yes _____ No _____ Are you the above named student's father? Yes _____ No _____ If not, are you a court-appointed guardian? Yes _____ No _____

name (mother or female guardian) First Name and Initial	Home Address October 16, 1975	Street	City	State	Zip Code
---	-------------------------------	--------	------	-------	----------

Does the above named student live in the same home with you? Yes _____ No _____ Are you the above named student's mother? Yes _____ No _____ If not, are you a court-appointed guardian? Yes _____ No _____

The term "parent," as stated in Public Law 874, includes a legal guardian or other person standing in loco parentis. If your relationship is other than parent or legal guardian, does this student reside with you and do you have complete responsibility for this student's welfare with no other source of help than yours? Yes _____ No _____ If your answer is yes, please state why in the space below.

LOCATION OF PLACE OF EMPLOYMENT AS OF OCTOBER 16, 1975 (BOTH PARENTS OR GUARDIANS)

Father (Name of Employer October 16, 1975) (or male guardian)	Name of Building and Number or Agency (Please Do Not Abbreviate)	Street City State (Please Give Complete Address)
--	---	--

Were you in the ARMED FORCES ON FULL-TIME ACTIVE DUTY AS OF OCTOBER 16, 1975? Yes _____ No _____ If yes, please give the following information:

RANK	SERIAL NUMBER	BRANCH OF SERVICE	UNIT
------	---------------	-------------------	------

Mother (Name of Employer October 16, 1975) (or female guardian)	Name of Building and Number or Agency (Please Do Not Abbreviate)	Street City State (Please Give Complete Address)
--	---	--

Sign here _____
(Do Not Print Your Signature) Parent or Guardian

To the signer: If you are not the father, mother, or court-appointed guardian what is your relationship to the student? _____

Date you signed this form: _____
Month Day Year

NOTE: PLEASE LIST NAME, GRADE, AND SCHOOL ON THE BACK OF THIS FORM FOR EACH STUDENT IN YOUR FAMILY ATTENDING A DISTRICT OF COLUMBIA PUBLIC SCHOOL. DO NOT LIST THE ONE NAMED ABOVE ON THE BACK. BUT NOTICE THAT A SEPARATE FORM IS REQUIRED FOR EACH STUDENT YOU LISTED ON THE BACK. THANK YOU.

Section 1.3.6: Other Pupil Characteristics Data

In addition to the reports described above, the Office of Planning, Research and Evaluation monitors the progress of children through the school system. Annual reports (collected at the end of the school year) include:

- the number of pupils promoted and not promoted at the end of the school year (Figure 1-29); and
- the report of graduation of secondary schools (Figure 1-30).

The Office of Planning, Research and Evaluation is currently preparing an evaluation data bank. For FY 1975, this data bank will include the following data for children in 44 elementary schools:

- Fall Test Data - test results for each student tested in the Fall citywide testing program;
- Reading Program Files - a description of the reading materials and mode of instruction experienced by each child;
- Classroom and Student Background Files - the socioeconomic background of child and descriptors of teacher and aide performance (including attendance);
- Spring Post-test Files - the post-test scores for children in the 44 schools.

Each of these files maintains records of individual pupils and staff. The data bank will allow correlations of data from different files (e.g., Fall and Spring test results) and will allow teachers, parents and administrators to assess test performance in terms of programs, classroom, or background data. The data collection and coding process has been facilitated by the development of computer scannable coding sheets. Where possible, descriptive information was preprinted to reduce the coding time. This project will continue in FY 1976. However, a funding cut off will reduce the number of participating schools to 36.

Figure 1-29

Public Schools of the District of Columbia

NUMBER OF PUPILS PROMOTED AND NOT PROMOTED AT THE
END OF THE SCHOOL YEAR

School: _____

School Year: _____

Grade	Number of Pupils						Grand Total		
	Promoted			Not Promoted					
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Pre-Kgn.									
Kgn.									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
Grand Total									

*This total should agree with Item 12 of the "Principal's Report to the Superintendent on Pupil Enrollment" at the end of June.

Report submitted: _____
(Date)

(Principal)

PLEASE SEND ONE COPY OF REPORT NOT LATER THAN JUNE 19, 1975 TO:
Division of Research and Evaluation

Public Schools of the District of Columbia

REPORT OF GRADUATES

SECONDARY SCHOOLS

School: _____

School Year: _____

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Number of Graduates.....	_____	_____	_____

Report submitted: _____
(Date)

(Principal)

PLEASE ATTACH ONE COPY OF REPORT TO THE FORM --

"Number of Pupils Promoted and Not Promoted at the
End of the School Year"

BOTH REPORTS TO BE SENT NOT LATER THAN JUNE 19, 1975 TO:
Division of Research and Evaluation
Presidential Building, Room 1013

Section 2: Current Procedures for School-by-School Reporting

Section 1 has shown that the data required for school based reports are currently routinely collected by departments of the D.C. school system. However, many of the key data elements including the allocation of staff positions among schools sharing staff services and pupil membership counts are not maintained in a form readily accessible for school-by-school reporting. This section provides an overview of procedures now used to prepare school based reports and describes the process used to prepare two school based reports: the Equalization report and the School Maintenance and Repair Report.

Section 2.1: Summary of Procedures Now Used to Prepare School Based Reports

Each time a school level report is requested by the School Board, Superintendent, or Regional Superintendent, a lengthy five step process begins.

1. Available data files are searched for the necessary data elements.
2. Required data elements are extracted from source files and merged into a single file.
3. Data element accuracy is verified (often by on-site school survey).
4. A data analysis procedure, either manual or automated process, is designed and implemented to perform tabulations.
5. Final reports are prepared and presented.

Because many of the data items usually included in school reports are maintained in separate, semi-compatible files, many of the school level reports are prepared manually. Given the present state of the data files, manual tabulation of a report for two hundred schools may be more timely and cost effective than design of a special purpose computer system and data base. The design and development of a data base and computer system to produce school-by-school reports will require a substantial allocation of staff energy and resources. Once the investment has been made, the costs of maintaining a current data base and preparation of requested reports will be only a tiny fraction of the costs required to do a single school-by-school report with existing procedures.

The D.C. school system has built several special purpose reporting systems for periodic reporting requirements. For

example, the Office of Planning, Research and Evaluation has invested in the development of a reporting system and data base to prepare equalization and comparability reports. Systems such as the Personnel, Payroll, Membership, Equalization and Budget are all designed to be efficient in producing a specific set of reports and thus have restricted analysis and reporting capability. Major limitations included:

- the data base content is fixed. The data file contains a limited number of data elements, often for a subset of the District's schools. For example, the equalization file contains a wide range of descriptors of the staffing complement of elementary schools. An additional data collection, verification, systems design and implementation process is required to add similar data for secondary, vocational or special education schools;
- the data base content is static. A new data collection and verification process, including school surveys and site visits, is required to update the data file content;
- the analysis and reporting capabilities of the system are limited by the original specifications of the programs. A decision to alter the level of aggregation for which data or computation of an alternative formula for evaluating comparability compliance requires the design and development of an additional computer program; and
- the data base is inaccurate, incomplete or inadequately documented. For example:
 - the position control, personnel and payroll files can not be merged without substantial manual effort. The position control file has been merged with sections of the personnel file. However, verification of all data on the personnel file has not been completed. A project to merge the position control, personnel and payroll files may require up to six months of effort.
 - positions or services shared by several school buildings are allocated to a single cost center. In the case of a staff position, the position may be allotted to the school at which a teacher picks up a payroll check even if only a small amount of his or her services are provided in that building.

- inadequate file documentation and poor specification of analytical reports may lead to major allocation errors which can handicap attempts to establish credibility with the public and courts. For example, the personnel file has three fields purporting to identify the schools where a teacher works: building, cost center, and organization codes. The "organization code" is generally the point to which the payroll check is sent. The three digit "cost center code" represents the building receiving services if the position serves a single school. Because positions shared by several schools are not currently allowed by cost center, none of these codes may represent the schools actually receiving services.

Section 2.2: The Equalization Reports

Figure 1-31 presents an overview of the process used to prepare the Equalization reports for school year 1975. These reports, prepared by the Office of Planning, Research and Evaluation with the assistance of Division of Automated Information Systems, used data regularly collected by the D.C. School System.

- Enrollment was collected from the official enrollment report. The interim reports used enrollment projections developed from previous year official enrollment by the Office of Research and Development. The final report used enrollment recorded on Office For Civil Rights Form 102 for September 25, 1975.
- Teacher assignments funded by regular D.C. appropriations were derived from the Membership Report Form 19. These data were input into the reporting system several times during the Spring and Fall of 1975.
- Payroll Files supplied the salary and benefits data. These data were input into the system and allocated to cost centers using the teacher assignment data from Form 19. The final report used the November 11, 1975 payroll.

Because the payroll file was known to be inaccurate and incomplete, the allocation of teachers and salary to individual schools was verified by site visits to regional offices and schools.

Figure 1-31

Equalization Data Collection

<u>Date</u>	<u>Task</u>	<u>Input</u>	<u>Output</u>
Spring	I. Research and Development produces enrollment projections and school-by-school lists of instructional staff	Membership Reports • Projected Enrollment • Current Staff including FTE assignment of itinerants Payroll data	Projected enrollment for next school year. List of FTE staff by position number, title, funding source, salary, benefits, % assignment to school, % salary and benefits assigned to school.
	II. Teaching staff counted for equalization purposes assigned to regions by formula - classroom teachers assigned by Board mandated ratio, special subject teachers allocated on basis of region and school selection within formula units	Board approved formula enrollment projects counts of authorized positions	A report listing number of positions by type by region
	III. School principals meet with Budget Advisory Committee to select options for gaining or losing staff. List of options is transmitted to Regional Superintendent and to Central Office.	• Projected Enrollment • List of FTE staff (products of Task 1)	List of priorities if school is to gain or lose staff.
Summer	IV. Teacher assignments are made to regions and schools on the basis of enrollment projections principal option lists.	Enrollment from bi-weekly membership reports. FTE staff assignment from membership report Payroll File	Preliminary equalization report listing dollar/pupil ratios

<u>Date</u>	<u>Task</u>	<u>Input</u>	<u>Output</u>
Fall-School Opening	V. Research and Development monitors bi-weekly membership report; changes in enrollment or staffing entered into equalization file	Enrollment from bi-weekly membership reports FTE staff Assignment from membership report Payroll File	Preliminary equalization report listing dollar/pupil ratios
	VI. Research and Development verifies equalization data base with Regional Superintendents	Enrollment from bi-weekly membership reports FTE staff assignment from membership report Payroll File	school-by-school listing of enrollment, instructional staff by position number, title, funding source, salary, benefits, % assignment to school, % salary assigned to school, % benefits assigned to school
	VII. Research and Development corrected errors in file - verified final data base with Regional Superintendents and Principals	School-by-school listing generated by task	corrected school-by-school listing of data listed above.
November	VIII. Research and Development prepares final equalization report	FTE assignments verified as of October 1, 1975 10/21/75 Payroll September 25, 1975 membership	• School-by-school report of: - school name - dollar/pupil ratio • Administrative discretion to gain or lose teaching staff salary • Administrative description to gain or lose pupils • % above or below dollar/pupil average • listing of schools out of compliance, dollars required to bring within compliance listing suggested changes

Date

Task

Input

Output

IX. Regional meetings held to make staff changes; if staff were not available within region, meeting of district superintendents were held

X. Final equalization recommendations made

XI. Board approved changes entered into personnel system

- position vacancies verified
- changes made to position control, payroll and personnel files
- memos sent to affected staff, regional superintendent, special supervisor, gaining or losing services.

Two major output reports were:

- the school-by-school compliance report displayed in Figure 1-32. This report displayed the pupil/teacher and dollar/pupil ratios and the number of dollars and pupils which could be shifted without violation of the equalization guidelines.
- a resource allocation report displayed in Figure 1-33. This report listed the dollars a school must gain or lose to comply with the equalization guidelines and suggested appropriate staffing patterns to meet the new dollar allocation.

This system, although time consuming for the Office of Planning, Research and Evaluation, Regional Superintendents, and School Principals, overcame many of the data accuracy problems which had plagued the reports of previous years. One Board member noted that there was little discussion of equalization this year because the data were accurate.

Only six of the 11,000 staff members were inaccurately allocated to a school building. As important, the repeated and accurate monitoring of equalization minimized the number of schools found out of compliance. Approximately 25 full time and 51 part time teachers were shifted. The increased accuracy of staffing data allowed staff assignments to be made in context of total school staff patterns. However, several problems remain:

- The equalization reporting system and data base do not facilitate monitoring of equalization. Because the data file is not updated until the Spring budgeting process begins, teacher assignments which take place between the December Report and the Spring budgeting session cannot be verified for compliance with equalization guidelines. In addition, the system does not monitor compliance through assignment of vacant positions which are never filled throughout the school year;
- The equalization reporting system contains limited membership data. Fall staff assignments are made on the basis of projected enrollments. These projections, quite accurate at the district and regional level are generally inaccurate at the individual school level. This problem was resolved this year by reserving a pool of classroom teachers and special subject teachers that were assigned during the early weeks of September as school enrollment problems emerged. Although this process minimized teacher

BREAKDOWN - BY SCHOOLS	EXPENDITURE/PUPIL		PRESENT EXPENDITURES (\$)			MANAGEMENT LEAFLET & PERMISSABLE WITHIN COMPLIANCE GUIDELINES		PUPIL/TEACHER RATIOS	
	AMOUNT	PCT DEV SYS AVE	PK 1-6	SP, 5-99.5	TOTAL	EXPENDITURES (\$)		PK & K	GR. 1-6
						INCREASE	DECREASE		
REG. - ANACOSTIA									
ALTON	742,28	-2.60	480062	8686	458726	36088	11030	14.8	67.8
BENNING	772,14	3.80	293427	62833	296259	3192	25328	33.2	29.0
BURRVILLE	800,39	4.96	264046	48001	212947	116	29700	38.9	22.0
CARVER	742,91	-2.63	142774	12324	156290	12242	3009	5.0	15.5
DAVIS	747,72	-1.96	82821	47309	630330	44636	19647	25.0	17.0
DREH	799,04	4.70	332404	30894	583302	1100	34479	71.4	23.0
HARKIS	781,76	2.32	231014	84001	616415	15910	45212	30.3	23.7
HOUSTON	790,80	4.80	391282	44640	436822	474	41085	83.9	27.9
KENILWORTH	785,03	2.95	412267	48332	460519	975	35507	46.7	12.0
MERRITT	751,27	-1.46	284711	16922	301633	19036	10780	14.1	23.5
NALLS	752,84	-1.27	477080	80427	357477	36421	21046	27.6	16.2
PEUMMER	761,65	-0.12	436320	57779	494309	25527	24163	31.7	22.2
RICHARDSON	753,51	-0.19	352427	78970	431397	25786	17553	23.8	10.8
RIVER TERRACE	790,67	4.79	227020	44827	271546	602	25245	25.1	33.0
SHADD	743,39	-2.32	503510	107009	612527	47227	15607	20.5	23.0
SMOTHERS	760,12	-0.82	324018	43370	367886	19629	17278	22.7	21.5
THOMAS	760,10	0.73	440757	93030	834805	22672	30401	39.9	24.0
WEATHERLESS	794,11	0.21	379870	149774	305944	24201	26380	34.8	23.3
REG. - CENTER CITY									
BLOH	769,86	0.92	379184	64000	443264	17923	26000	34.1	23.5
BRENT	729,79	-4.43	200987	85912	256899	82337	1543	22.0	29.8
BRIGHTWOOD	782,24	8.19	368199	87261	475460	9547	36826	40.2	29.0
BROOKLAND	764,72	0.12	175703	83626	359429	16095	10943	24.6	25.4
BRYAN	724,46	-1.73	508227	28124	336301	34360	946	1.2	23.0
BUCHANAN	753,76	1.15	195192	35030	231029	14377	8993	11.8	21.3
BUNKER HILL	744,72	-2.91	336843	44532	381375	7782	29300	38.4	26.4
COOK, J R	747,70	8.20	190234	28987	229221	3775	10418	24.1	17.0
EDMONDS-PEABODY	738,07	1.10	219302	62946	282248	23609	6520	7.2	19.3
EMERY	740,93	-1.63	529334	82257	611591	42287	20043	26.3	25.7
GIBBS	744,30	1.63	360452	40793	398245	27717	12855	16.9	29.0
GODINUS	774,81	1.61	119187	64443	183630	9129	11943	15.7	48.7
GODING	739,44	3.03	345532	25985	401517	33240	8150	10.7	40.0
KINGSMAN	794,27	4.82	287193	18332	202525	430	20333	37.2	25.1
LANGDON	742,69	2.61	420499	9896	430365	10007	31933	41.9	22.7
LASALLE	771,39	1.16	414504	20644	435140	17627	20324	37.1	21.5
LENOX	792,22	3.86	149163	8904	156067	1668	13357	17.5	22.3
LOGAN	759,87	-0.35	226943	7476	234421	12506	10939	14.3	40.0
LOVEJOY	727,74	-4.38	171117	15922	187039	10733	864	1.1	10.5

PROPOSED REASSIGNMENTS TO BRING SCHOOLS INTO COMPLIANCE
November 19, 1975

School Code	School Name	*Distance from mean	Gain \$'s (+) or Loss (-)	Suggested Changes	Percent	Amount	Total Dollars Gain or Loss
068	Barnard	9.91	-20,442.01	Transfer: 1 Classroom Teacher Reduce: Music	100 10	20,874 1,914	-22,788.00
092	Birney	-12.57	49,460.58	Add: 3 Classroom Teachers Art	300 60	53,370 7,392	460,762.00
124	Brent	-6.30	3,497.46	Add: Art Fles.	20 25	4,174 4,786	+8,960.00
80							-4,174 +478,600 81

transfers, many school principals opened school without a clear understanding of the number and types of teaching staff available. The principal tool for verification was the Resource Allocation Report displayed in Figure 1-34. Each regional office was asked to verify the accuracy of the staff assignment data. If errors were detected, the data file was edited and a new staff assignment report was prepared. This procedure was repeated until editing all regional offices and principals occupied the staff assignment reports.

- The current equalization system adjusts discrepancies in equalization among schools which have a teacher/salary ratio above or below the equalization ratio. An attempt was made to keep all teacher shifts within regions. Occasionally, inter-region shifts were required if one or more schools in a region were below the equalization guidelines. This type of system meant that schools gaining services could only gain teachers that schools losing services chose to free for reassignment. An alternative program would allow Regional Superintendents and School Principals to review the total teacher complement and shift teaching resources among all schools until an acceptable mixture of teaching staff was found. This type of allocation process would have been used with the data system used to produce the equalization reports. However, this type of process would require reprogramming of the system to allow for continuous and cumulative assessment of teacher allocation patterns. Such reports are often prohibitively time consuming unless the system is predesigned to be responsive to such information demands.

DC PUBLIC SCHOOLS - DEPARTMENT OF AUTOMATED INFORMATION SYSTEMS
 SCHOOL BY SCHOOL LISTING, UPDATE D* 10/21/72 (PRE EQUALIZATION)

PAGE 1

SCHOOL NAME	SCH NO.	SSN	TEACHER NAME	GRADE CODE	MONEY	PCI	SALARY AND BENEFITS	LEAVE CODE	STATUS CODE
PAYNE	724								
PAYNE	724			K	18,683.00	1.00	18,683	1	4
PAYNE	724			P	17,051.00	1.00	17,051	1	4
PAYNE	724			R	22,110.00	1.00	22,110	1	4
PAYNE	724			Y	4,674.00	.40	11,115	1	2
PAYNE	724			1	17,051.00	1.00	17,051	1	4
PAYNE	724			1	14,461.00	1.00	14,461	1	4
PAYNE	724			1	10,621.00	1.00	10,621	1	4
PAYNE	724			1	13,770.00	1.00	13,770	1	4
PAYNE	724			2	12,343.00	1.00	12,343	1	3
PAYNE	724			2	20,774.00	1.00	20,774	1	4
PAYNE	724			2	2,774.00	.70	20,774	1	4
PAYNE	724			3	17,051.00	1.00	17,051	1	4
PAYNE	724			3	10,629.00	1.00	10,629	1	4
PAYNE	724			3	17,070.00	1.00	17,070	1	4
PAYNE	724			4	10,621.00	1.00	10,621	1	4
PAYNE	724			4	10,621.00	1.00	10,621	1	4
PAYNE	724			4	10,621.00	1.00	10,621	1	4
PAYNE	724			5	15,011.00	1.00	15,011	1	4
PAYNE	724			5	21,420.00	1.00	21,420	1	4
PAYNE	724			5	10,621.00	1.00	10,621	1	4
PAYNE	724			5	13,770.00	1.00	13,770	1	4
PAYNE	724			5	15,554.00	1.00	15,554	1	4
PAYNE	724			5	10,621.00	1.00	10,621	1	4
PAYNE	724			0	374,627.00	21.40	381,211.00		

Figure 1-34

School-by-School
Resource Report

Section 2.3: The School Maintenance and Repair Report (Figure 1-35)

Figure 1-36 presents an overview of the tasks required to tabulate project maintenance and repair costs for FY 1976. None of the requested data except for basic plant descriptors were available in computer readable format. Utility costs for each building are maintained on an index card file. The projected cost for the year was derived by averaging utility costs for the months in which bills had been received and by projecting costs for the total school year. Records for repairs and improvements funded from the operating budget, both completed and proposed, are maintained in a DGS file by school building. This computer file is not currently available to the D.C. school system. However, Buildings and Grounds receives printouts of the file at the end of each month. The building codes used to record the data are different from those used by the D.C. school system. Authorized and completed repairs and improvements funded from the capital improvements budget are available from a review of past and current DGS budget line items and records of previous contracts. As noted in Section 1.2.3, capital improvement repairs and improvements included regularly scheduled maintenance such as painting and roofing as well as requests initiated by school principals. All of these files allocate costs to a single cost center. If several buildings share a heating or cooling system, formulas must be developed for allocating costs among cost centers.

This report does not include fuel costs. A project now underway has begun the manual tabulation and projection of fuel costs. In addition, formulas are being developed so that data can be presented in comparable units by type of fuel and square feet of building space.

This report is a significant example of the immense data collection and clerical effort needed to produce school based reports. A major limitation on the availability of this type of data is the number of weeks of effort needed to locate and tabulate data sorted in file cabinets throughout the school system and city government.

Figure 1-35

School/Building	Region	BASIC DATA					MAINTENANCE & REPAIR COSTS							
		Date Constructed (1)	Permanent Capacity (2)	FTE FY 76 Enrollment (3)	Facility Salaries (4)	Est. Cost Utilities (5)	Completed Work Request (FY 75)			Open Work Request		Painting Program		Deferred (13)
							R & I (6)	Roofs (7)	Window Guards (8)	R & I (9)	Roofs (10)	Window Guards (11)	Sched. FY 1976 (12)	
Adams Elementary	2	1910	468	503	\$ 68,475	\$ 11,357	\$ 514				\$ 2,183			\$ 26,116
Alton Elementary	3	1960	710	625	68,475	9,799	29,207				17,752			25,124
Americanization School (Wormley Building)		1884	...	1,086	a/ 35,721	4,971	11,943							
Amidon Elementary	2	1960	514	374	68,475	34,266	7,812				25,394	\$53,600		
Anacostia S.H.S.	1	1935	1,093	1,322	223,271	29,601	18,690			\$ 232	20,552		15,370	109,516
Armstrong A.E.C.		1902		1,972	a/ 168,074	22,166	27,904				7,248			48,400
Backus J.H.S.	6	1963	731	767	157,579	14,343	31,563				7,828			54,472
Ballou S.H.S.	1	1960	2,044	2,564	261,692	44,058	71,069				75,854		11,600	86,816
Bancroft Elementary	5	1924	538	630	88,633	7,514	23,401	\$33,506			2,068			26,572
Banneker J.H.S.	5	1939	682	795	127,342	20,863	21,059				9,998			79,200
Barnard Elementary	5	1926	682	566	68,475	9,502	37,532				10,933			24,320
Beers Elementary	1	1942	738	672	78,554	17,834	20,690				3,609			34,100
Bell Voc. H.S.	5	1910	494	217	88,344	18,347	21,393	19,800			19,400		17,400	10,400
Benning Elem. & Annex	4	1883	344	373	51,324	3,852	7,198				1,916			
Birney Annex	1	1943	240	23,852	SEE BIRNEY E.	8,150					1,677		\$ 6,000	1,547
Birney Elementary	1	1950	925	854	109,429	17,064	15,182	12,074			9,123		15,660	
Blair A.B.E.	3	1884		227	a/ 25,642	20,895	3,818				1,892			11,284
Blow Elementary	3	1969	744	577	68,475	22,413	18,293				14,034			2,197
Bowen Elementary	2	1930	470	442	79,192	25,763	24,387	19,625			9,861			28,733
Brent Elementary	2	1969	341	400	48,317	18,883	3,020	16,807			2,117			9,347
Brightwood Elementary	5	1926	484	607	56,213	1,372	9,462				18,706		1,160	20,900
Brookland Elem. (New)	5	1974	692	710	91,954	29,004	...				7,000		5,000	
Brookland Elem. (Old)	5	1891	267		26,634	2,750	12,209				6,712			12,180
Browne J.H.S.	3	1932	1,235	1,424	133,190	33,289	20,435				30,487			
Bruce-Monroe Elem.	5	1973	1,132	657	111,474	52,083	131,632				6,243		290	28,002
Bruce Elementary	5	1898	REGION V OFFICE	...	36,713	6,124	29,115				14,286			
Bryan Elementary	4	1909	563	459	59,034	7,971	32,933				16,001			17,504
Buchanan Elementary	4	1895	419	306	59,034	8,606	42,998				10,059		145,000	7,423
Bundy Elementary	5	1936	403	249	48,317	8,796	6,051	4,460			3,358			20,900
Bunker Hill Elem.	5	1940	805	491	68,475	9,359	22,704				11,003		8,500	22,208
Burdick Voc. H.S.	5	1939	416	285	70,033	10,982	10,059	9,109			5,577		7,250	18,392
Burroughs Elementary	6	1922	746	577	59,034	9,182	13,805				3,100			28,116
Burrville Elementary	3	1912	433	391	58,396	7,858	8,518				4,391			7,878
Cardozo S.H.S.	5	1916	1,431	1,751	284,554	37,440	66,265	21,703			422,272		17,650	250,000
														46,202

A Page of the School Maintenance and Repair Report

Note: Footnotes defining data were included on the last page of this report.

Figure 1-36

Preparation of the School Maintenance and Repair Report

<u>DATA ELEMENT</u>	<u>SOURCE FILE</u>	<u>DIVISION MAINTAINING FILE</u>	<u>CALCULATION REQUIRED</u>
School building name	SHA	Bldgs/Grounds	
Region	SHA	B/G	
Date constructed	SHA	B/G	
Permanent capacity	SHA	B/G	
FTE FY1976 enrollment	Position Control File	Budget Office	
Faculty Salaries	Position Control File	Budget Office	projections based on salary for position grade and pay step
Estimated utility costs	Accounting Index Card File	Accounting Division	summarized from posted billings, all data estimated and average as utility bills for each building are received at irregular intervals
DOLLAR VALUE OF COMPLETED WORK (FY1975)			
Repairs and Improvements	Statement of Accounts	General Services	convert to D.C. cost center codes and summarize
Roofs	Major Roof Repair Projects 1969-74	GS	convert to....
Window guards	Statement of Accounts	GS	convert to....
DOLLAR VALUE OF OPEN WORK REQUESTS			
Repairs and Improvements	Statement of Accounts	GS	convert to....
Roofs	Major Roof Repair Projects 1969-74	GS	convert to....
Window guards	Statement of Accounts	GS	convert to....

Section 3: An Overview of the Barriers to School Based Reporting

The introduction to this section noted that most of the data required for school based accounting are routinely collected by the school administration. However, current data collection procedures make school level reporting a time consuming task for the responsible agency and for the school principals, special subject supervisors, Federal program officers, and regional superintendents who supply the data. Major problems include:

1. inaccurate or incomplete basic record files;
2. a position control and accounting code system which assigns staff and staff costs to a single cost center (even if a position provides services to more than one cost center);
3. key data elements (e.g., FTE Staff Assignments and Pupil Characteristics) are not routinely collected in a format that can be readily transformed into a computer readable format;
4. nonconcurrent data collecting and reporting periods;
5. staff assignment and cost data are not routinely accumulated for the school year;
6. existing data files are incompletely and/or inaccurately documented; and
7. the lack of uniformity of cost center and accounting codes among basic input files;
8. key data elements are not maintained or not transmitted to the Central Administration.

Section 3.1: Inaccurate or Incomplete Basic Record Files

Many of the basic record files now maintained by the D.C. school system are inaccurate or incomplete. This is especially true of the position control, personnel and payroll files. A recent attempt to merge these files found that over fifty percent of the D.C. school system's 11,000 employees were assigned inaccurate position or accounting codes and that

much of the personnel and payroll data were inaccurate or obsolete. The Budget Office has recently concluded a merge of the Position Control and Personnel Files. A merger and verification of the Position Control, Personnel and Payroll Files is to be completed by July. Successful completion of this project is an essential step in the development of a school based management information system.

Section 3.2: A Position Control and Accounting Code System Which Assigns Staff and Staff Costs to a Single Cost Center (Even If the Position Provides Services to More Than One Cost Center)

The previous section outlined the fiscal control system which is now underway in the district. This system will ensure only the merger of the Personnel and Payroll Files and allow ready access to desired information on incumbent characteristics and costs. This system is not designed to allocate costs among cost centers. Each position is listed only once on each of the Personnel Files. The cost center segment of the accounting code is assigned to the cost center responsible for completing the time and attendance payroll data. Allocation of positions to other cost centers requires collection of assignment data from an external data source such as the Membership Report - Form 19.

Section 3.3: Key Data Elements (e.g., FTE Staff Assignments and Pupil Characteristics) Are Not Routinely Collected in a Format That Can Be Readily Transformed into a Computer Readable Format

Because manual tabulations for all the schools is prohibitively time consuming, reports are prepared just once per year. Section 1.3 has shown that each of these forms is typed, often in free format, and submitted to Research and Evaluation. Each form requires coding of the cost center and possibly other items before the data can be keypunched or input into a data system through a terminal. The Membership Form 19, which is the major source of FTE staff assignment data, presents a particularly difficult coding problem as the form allows the individual school to select the order and the format in which the data are presented.

Section 3.4: Nonconcurrent Data Collection and Reporting Periods

Section 3.1 described the project now underway to integrate the control, personnel and payroll files. When this project is completed, an update to one file will be entered into

the two related files. Two major problems remain. These are:

- the inconsistency between schedules for collecting and updating payroll and the schedule for other data. Payroll updates take place on a bi-weekly or semi-monthly schedule whereas materials, supplies and services are posted to the cost center index card file at the time a bill is paid; and
- the nonconcurrence between membership and attendance reporting dates. Figure 1-19 in Section 1.3 displays the current data collection schedule. Point in time membership counts are collected on specified dates in the school year. Daily attendance is reported weekly. Weekly attendance is reported monthly. Each of these pupil counts may be used to calculate an average rate of membership or attendance for a school year. However, manual manipulation of data to reconcile reporting dates at any point in time is tedious, and likely to result in errors.

Section 3.5: Staff Assignment and Cost Data Are Not Routinely Accumulated for the School Year

As noted in Section 3.3, average daily membership is presently manually tabulated only once a year. Because the data are not maintained in computer readable form, more frequent school based reports are prohibitively time consuming. The payroll file suffers from a similar limitation. The payroll file for each pay period records only the payments for that period and calendar year. Cumulative expenditures for a school year can only be determined by creating a software system to read through all the payroll tapes for a school year, tabulate total payments, and allocate payments among cost centers.

Section 3.6: Existing Data Fields Are Incompletely or Inaccurately Documented

Much of the existing file documentation is incomplete or inaccurate. For example, the Personnel file has three separate codes all of which identify buildings - the organization code, the accounting code and a field called building code. Many of the errors in Equalization and Comparability reports of

previous years are the result of wrong guesses by Research and Evaluation, or computer staff, as to which of these codes represents the building receiving services. As noted in Section 1.2.1, for most itinerants, all of these codes are wrong.

Section 3.7: The Lack of Uniformity of Cost Center and Accounting Codes among Basic Input Files

There are major discrepancies between codes used by Buildings and Grounds, General Services and the D.C. School Accounting and Personnel System File. Before these files may be merged, a manual translation of the building code systems is required. As yet, membership data are not regularly transferred into machine readable form. It is not known whether the coding system designed for the special purpose data bases prepared for Comparability and Equalization use the accounting cost center school building code as the major building identifier.

Section 3.8: Key Data Elements that Are Not Maintained or Are Not Transmitted to the Central Administration

Existing data systems do not provide several key data items required for an assessment of school management. For example, substitute teachers can not be readily associated with the school buildings in which they serve. Each substitute holds a single position in the position control file. The current file structure does not allocate the position among school buildings. Similarly the Payroll file organization does link payment to service in any one school building. The Time and Attendance form used to calculate salary payments records only the hours worked during the pay period.

Staff or pupil mobility are also not captured by the existing data system. The Personnel file does not record the buildings to which an employee is assigned throughout his career in the school system. Pupil transfers are summarized before they are reported to Central administration. However, each school building generally maintains a log of all pupil transfers in and out of the school building. This log records the name, date and reason for withdrawal (or entry) and sending or receiving school.

Chapter II

Summary of the Proposed School Based Management Information System

Chapter II - Summary of the Proposed School Based Management Information System

This chapter is a general description of the proposed School Based Management Information System, written in non-technical terminology. Included in this chapter are the following sections:

- 1. A summary of improvements to be obtained from the proposed system;
2. An overview of the proposed system;
3. A summary of the impacts of the proposed system on the existing environment
 - "software" (computer programming) impacts;
 - organizational impacts;
 - operational impacts, and
 - development impacts and manpower requirements;
4. Expected limitations;
5. Detailed characteristics of the proposed system.

Section 1: A Summary of Improvements

In the previous chapter, specific objectives were delineated for a school based management information system, and the existing data system was described along with its inherent limitations. This section summarizes the improvements that the D.C. School Board can anticipate when a school based management information system is implemented. These are:

1. Substantial reduction in time and effort needed to produce a school level report using membership, attendance, personnel, payroll, budget, plant and supplies and services data.
2. Identification and elimination of redundant data collection especially at the school level.

3. Improvement in capacity to compare data from presently independent files such as membership and payroll.
4. Increased utility of reports through better formatting including full definition of each data element name, source, date and method of compilation (if relevant).
5. Greater assurance that comparability and equalization guidelines and any other resource allocations selected by the Board of Education are being used through regular (monthly) monitoring and verification of compliance prior to each staffing decision.

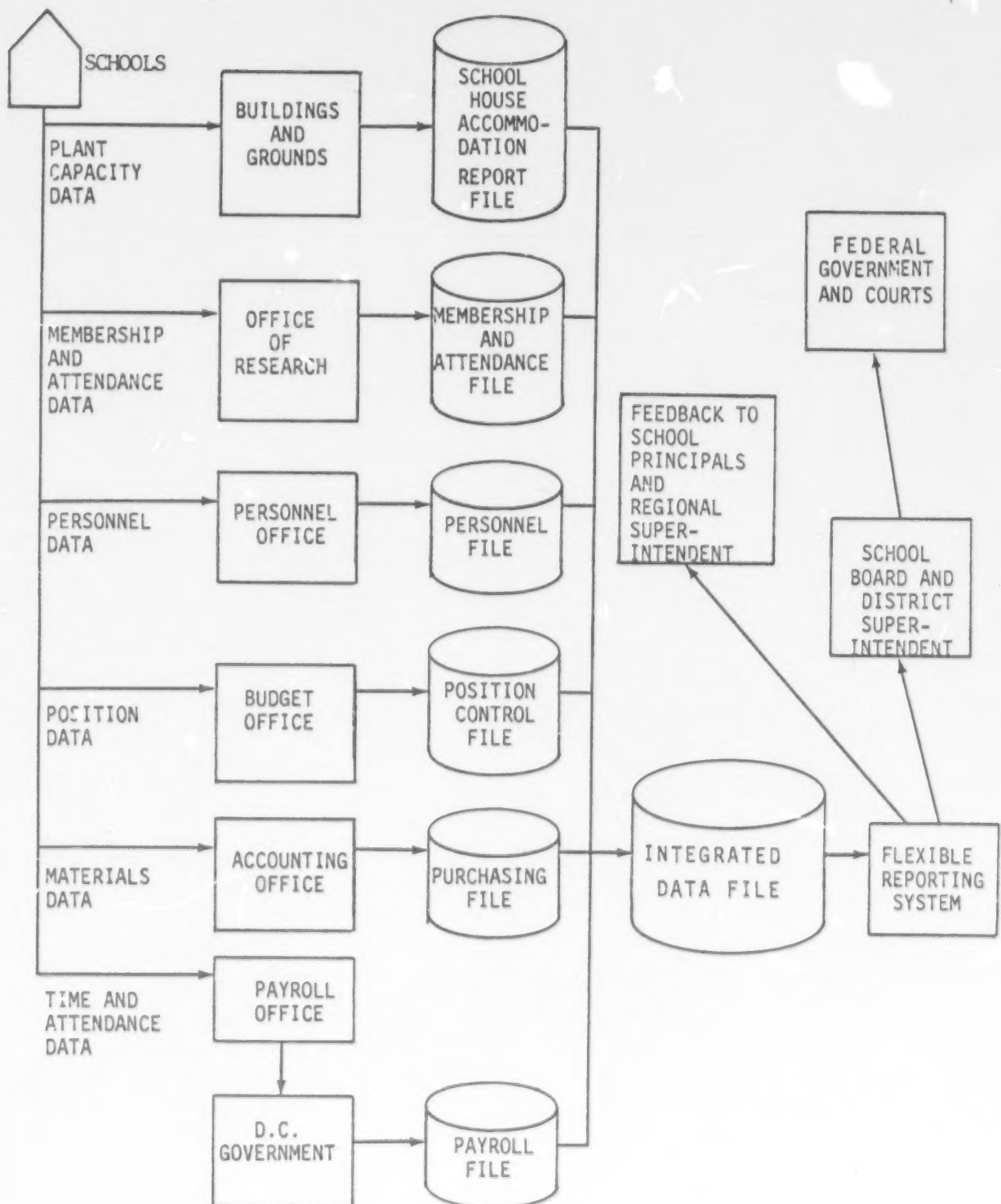
Section 2: Overview of the Proposed System

The proposed school based management information system is to be a facility which captures, in a simple integrated daily file, a preponderance of the pupil resource and plant data collected by the D.C. Schools and which facilitates report preparation using part or all of the data in this integrated data file.

The system is not designed to replace or modify significantly, any of the existing data systems maintained by the D.C. Schools. Rather, the new system will build upon these existing resources, bringing together key data collected by each of them in a readily accessible format.

On the following page is a diagram showing the data flow of the proposed system.

Figure 2-1: DATA FLOW OF
PROPOSED SCHOOL-BASED MANAGEMENT INFORMATION SYSTEM



Section 3: Summary of the Impacts of the Proposed System on the Existing Environment

Implementation of the proposed system will result in software, organizational, operational and developmental impacts. The following paragraphs describe the anticipated changes.

Section 3.1: Software Impacts

The critical issue in a computer software system is flexibility. Software is the term used by computer professionals to denote the computer programs which direct a computer's operations. Some software systems monitor and direct the process of all processing efforts within the computer. Others are specific computer programs which direct the computer to perform a specific task such as add or multiply a set of numbers.

Many software systems require a user to know a specific programming language. For example, traditionally, programming languages such as FORTRAN or COBOL can be organized in a series of statements to direct the computer to produce a report from a set of data. Because these programs must be prepared by someone trained in the special language, reporting requirements must be specified in advance or a programmer must be assigned to prepare each report.

The school-by-school reporting system proposed by the D.C. school system requires a more flexible system which can be manipulated by someone who does not have specialized knowledge of a complex computer language. The software system proposed is called a data base management system.* Once a data base has been prepared, the system allows an analyst to request a report by completing a series of logical or mathematical statements. The type of "higher order" software system is replacing traditional software systems in government and industry for the following reasons.

- An information system such as school-by-school reporting system is necessarily dynamic - requiring changes as the needs of the users shift. Traditional programming languages do not easily allow changes in reporting formats or quick development of new reporting capabilities. Data base management systems do allow such flexibility.
- Many data base management systems are so easy to use that no programming experience is required. Users who may have found the traditional approach frustratingly lengthy, often embrace the data base management system as a means of reducing dependence on an over-worked programming staff.

* Data base management system is a generic term for this type of software. Example of available system is MARK IV.

- Data base management systems force a healthy discipline on the data base preparation process including a requirement for good documentation of the files. With good documentation, files are accessible to many users and thus the need to generate redundant files is eliminated. This results in operational efficiency.

In addition to the data base management system, several special purpose programs (or modules) will be required to assist in the necessary management and resource allocation or in monitoring decisions. Examples of such programs include:

- a program which verifies that a staff acquisition by a particular school falls within district mandated resource allocation formulas including equalization and comparability - before the staff member is assigned to a school;
- a program that compares staff assignments or expenditure allotments with projected assignments and expenditures for the school year;
- a program which allows the Board or other D.C. agencies to assess the impact of alternative resource allocation formulas;
- a program which allows a school principal to assess the impact of alternative staff and resource monies possible within an allotted lump sum budget.

Section 3.2: Organizational Impacts

A system coordinator will be essential for effective operation of the school based management information system. This individual (or group) will be responsible for ensuring that all required data are in the integrated data base, that they are updated regularly, that reasonable levels of accuracy are being maintained and that users are getting full and rapid access to the data.

In addition to his/her major role in support of users of the school based management information system, the system coordinator will review the existing data systems to:

- select appropriate data elements for the integrated data base;
- report inconsistencies and errors among the various sources;
- recommend additions to the existing data systems to capture additional information;

- suggest changes in data collection schedules to make data more comparable;
- recommend changes in administrative procedures to increase accuracy.

An organizational structure will have to be worked out to ensure that the system coordinator's role will be effective without being disruptive.

Section 3.3: Operational Impacts

The new software and integrated data base will require a number of changes in the existing data collection system.

First, a regular procedure will be established for extracting update information for each of the individual data systems and for verifying the data and correcting errors.

Second, in those cases where data are not currently being transformed into computer readable form, procedures will have to be implemented to automate those data.

Third, data entry procedures for data now maintained in machine readable format will need to be overhauled. Section 2.2 noted that a major source of error in the Staff Resource Files, information from the Board Action (Form 1) forms, is entered into the Position Control, Personnel and Payroll files at three different times by three organization units. Errors due to this uncoordinated data entry procedure will be eliminated by entry of the Board Order information simultaneously to the integrated files.

Fourth, the Board Order and Membership Form 19 forms which list the full time equivalent allocation of itinerant positions must be captured by the data system. This can be done by coding and keypunching the multiple assignment data now contained on existing forms or redesigning the data collection procedure to allow direct input of this type of information through optical scanning or typing into computer terminal connected to the integrated data file.

Fifth, staff time and attendance sheets must be redesigned to capture the time spent at each school. This data collection system will be extremely important if the allocation of substitute teachers and other staff such as school psychologists who are on an "on call" basis are to be allocated to school buildings.

This school based information system and accompanying data retrieval and special purpose program components will support a number of organizational and administrative procedures including:

- regular school-by-school monitoring of compliance with equalization or comparability. Schools will have early warning that the dropping enrollment may mean a loss of staff at the next school term. This will allow ample time for review of the existing staff mixture and determination of the staffing changes that will have minimal impact on the quality of instruction provided to the remaining pupils. As important, schools who have gained pupils or have staff vacancies will have a clearer definition of the dollars and staff positions available. This will allow a longer lead time to search for the particular staff needed to complete the total instructional program desired by the school principal and parents.
- verification of compliance with current district resource allocation formulas (including the equalization and comparability guidelines) before new staff are added to a school. This type of program module would operate most like the existing position control system. A school principal would enter the position control number, accounting name, social security number, grade and pay step level for a proposed staff change and the position would be allotted to the school building. The program would then indicate if this staffing change met existing guidelines and the amount of full time equivalent staff and/or dollars which remained available to the school.
- experimentation with lump sum budgeting. This type of module would allow the school principal to determine the range in resource allocation patterns available to the school under existing D.C. school system resource allocation formulas. For example, the module might print out the total dollars available in the school by fund source and object (staff, materials). The principal would then simulate the effects of alternative staff mixes using the actual salary of existing staff and/or median salary for particular types of positions.

Section 3.4: Development Impacts and Manpower Requirements

A herculean effort will be required to implement the school based management information system. Most of the effort will be invested in bringing existing data bases together, altering data entry techniques for personnel and membership data, matching existing files and transforming into machine readable format, data not yet in computer readable form. Already many months of effort have been invested in a match of the personnel and position control files. A rough estimate of the manpower required for the entire data base building is five person years including the preparation of detailed data base accumulation and procedures for updating the integrated data base. In addition, data base management routines will have to be specified and written for standard reports such as equalization, comparability, maintenance expenditures, etc. An additional person year should be allocated for these tasks.

Section 4: Expected Limitations

The school based management information system is totally dependent on existing data collection and automation mechanisms that are under the control of the various departments. Whenever those divisions generate incorrect, late, or incomplete data, the management information system will be unable to generate accurate, timely complete reports.

An assessment of the current state of the existing data systems has led to the conclusion that data problems should be considered the rule rather than the exception. Only strong backing from the Superintendent and the Board of Education, together with adequate funding, can help ensure usable data for the new system.

A final word of caution is perhaps warranted. No matter how accurate, flexible, or dynamic a system is, the utility of the data will ultimately depend on the user's ability to defend the questions they wish the system to answer and to interpret the data output by the system. Many educational administrators are unaware of the impact of funding allocation decisions on the quality of educational services. This system will allow the user to examine alternatives within the budget and other organizational constraints (such as union contract clauses). However, many school administrators, particularly at the school building level, will need intensive training in resource management before they begin experimenting with lump sum budgeting.

Section 5: Detailed Characteristics

This section describes the function of the proposed school based management information system and gives examples of the types of reports that it is to produce.

Section 5.1: Specific Performance Requirements

The system will be designed to meet the following requirements:

1. Extract prior month's data from each of the following data systems within ten days after the end of each month:
 - A. Position control system - all changes including new positions, authorized positions deleted, changes in grade level and other changes in status of any positions; also the social security number of the person filling each position
 - B. Personnel system - all changes in individual characteristics such as grade level, educational level, leave status and others. Also, all characteristics for new staff members and any corrections to previously entered data
 - C. Payroll system - total
 - D. Membership and Attendance System - average daily membership and attendance are separate for elementary, secondary, special education, work study and part-time kindergarten students, for the prior month. (Alternatively, the system could use membership and attendance for a single day during the prior month.) Also numbers of entries and discharges and numbers of children participating in Title I programs and other special programs

- E. School House Accommodation Report - any changes in plant capacity (due to repairs, closing of a school, new additions, etc.)
 - F. Fiscal System - total expenditures for each school for the following categories (during the prior month)
 - textbooks
 - teaching supplies
 - library books
 - audio-visual supplies
 - maintenance
 - fuel
2. Produce regular, monthly monitoring reports including (but not limited to) the following. These reports are to be produced by the fifteenth day following the end of each month.
- A. Current Equalization Report
 - B. Cumulative Equalization Report
 - C. Current Comparability Report
 - D. Cumulative Comparability Report
 - E. Building Utilization and Attendance Report
 - F. Maintenance Expenditure Report
 - G. Staff Report
 - H. Materials and Supplies Expenditure Report

3. Produce, on request, specialized reports that display any data in the integrated data file, (e.g., dollars per pupil) sorted by cost center or by rank order according to some data value..
4. Verify whether comparability and equalization would be maintained if a set of staff changes were implemented. This verification will be accomplished within a day.
5. Generate alternative reports in which the counts of children in each school are modified to reflect demographic or academic performance characteristics of the student population.

Section 5.2: Reporting Formats

The design of a report format often determines the utility of the information. A fully self contained format is proposed. This type of format is called "self documenting" because each page of the report includes the report title, the name of the agency responsible for the report, and the name, definition, source and date of each reported data element. This type of format allows a report user to readily interpret or verify the report contents without making additional information demands on the agency responsible for report preparation. Figure 2-2 presents an example of a basic self documenting report format. This type of format has three components:

- a. a title stating the purpose of the report, the agency developing the report and the date of preparation;
- b. data element labels which identify each data element in ordinary language or standard abbreviations, and
- c. comments at the top and/or bottom of each report page fully documenting the definition, source, date of collection and calculation (when applicable) of each data element.

Figure 2-3 includes two additional reporting features which draw or direct reader attention to relationships in the report data. These features are designed to allow a busy policy maker to scan the report and pick up data relationships of interest. These are:

- a sort order which presents the information in a sequence which facilitates user comprehension of the data relationships under study in the report. For many reports, the unit of interest may be all elementary schools or elementary schools of a certain enrollment size within each district.

Figure 2-2

SAMPLE REPORT FORMAT

Elementary Schools
Instructional Staff Summary Report
Prepared by: Research and Development
September 25, 1975

← TITLE

← COMMENTS

District Average FTE Pupil/Instructional Staff Ratio: 27/1 (Funded from all sources)

District Average Instructional Staff Salary/Pupil Ratio: \$769/1 (Funded from all sources)

DATA
ELEMENT
LABELS

School by Region and Enrollment Size	FTE Enrollment Pre-K, K-6*	FTE Instructional Staff, Funded From All Sources**	FTE Pupil/FTE Instructional Staff Ratio	Projected FTE Instructional Staff Salaries Funded From All Sources (benefits included)	Projected FTE Instructional Staff Salary/ FTE Pupil Ratio (benefits included)
Region I					
Charles	600	25	24/1	\$435,600	\$726/1
Baker	450	15	30/1	\$359,100	\$798/1
Adams	405	15	27/1	\$311,850	\$770/1
East	300	12	25/1	\$225,600	\$752/1

Note: Sample data used for illustration

← COMMENTS

* Membership recorded on September 25, 1975. Children attending half day session are counted as 0.5 FTE.

** Instructional staff includes classroom teachers, special subject teachers, librarians, psychologists, social workers, guidance counselors, educational aides, speech teachers, principals, assistant principals, community coordinators. Fund sources include District Appropriations and Federal funds.

Figure 2-3

SAMPLE REPORT FORMAT

Elementary Schools
Instructional Staff Summary Report
Prepared by: Research and Development
September 25, 1975

District Average FTE Pupil/Instructional Staff Ratio: 27/1 (Funded from all sources)

District Average Instructional Staff Salary/Pupil Ratio: \$769/1 (Funded from all sources)

School by Region and Enrollment Size	FTE Enrollment Pre-K, K-6*	FTE Instruc- tional Staff, Funded From All Sources**	FTE Pupil/ FTE Instruc- tional Staff Ratio	FLAG FTE Pupil/ FTE Instruc- tional Staff Ratio Higher Than District Average	Projected FTE Instructional Staff Salaries Funded From All Sources (bene- fits included)	Projected FTE Instructional Staff Salary/ FTE Pupil Ratio (bene- fits included)	FLAG Projected FTE Instructional Staff Salary/ FTE Pupil Ratio Higher Than District Average
Region I							
Charles	600	25	24/1		\$435,600	\$725/1	
Baker	450	15	30/1	***	\$359,100	\$798/1	***
Adams	405	15	27/1		\$311,850	\$770/1	***
East	300	12	25/1		\$225,600	\$752/1	

(Sample data)

* Membership recorded on September 25, 1975. Children attending half day session are counted as 0.5 FTE.

** Instructional staff includes classroom teachers, special subject teachers, librarians, psychologists, social workers, guidance counselors, educational aides, speech teachers, principals, assistant principals, community coordinators. Fund sources include District Appropriations and Federal funds.

The sort order feature allows the analyst preparing the report to specify appropriate reporting sequence.

- data flags which use special symbols to bring data relationships to reader attention. For example, one or more columns of a report may be reserved for flags to denote schools with specific characteristics. If an asterisk or other special symbol appears in the column, the school has the characteristic of interest.

Additional suggested formats include:

Figure 2-4 - A District Wide Equalization Report

Figure 2-5 - A School-by-School Instructional Staff
and Pupil Membership Report

Figure 2-6 - A Special Subject Teacher Allocation
Report

Figure 2-7 - A School-by-School Utility and Fuel
Cost Report

Figure 2-8 - Material and Supplies Expenditure Report

Figure 2-4

Equalization Report

Prepared by Division of Research and Evaluation
November 16, 1976

<u>School (by region)</u>	<u>FTE Enrollment, Pre-K, K-6*</u>	<u>Expenditures/Pupil**</u>		<u>Present Expenditures for Teachers Salaries**</u>			<u>Schools Below 5% Compliance Guidelines</u>	<u>Schools Above 5% Compliance Guidelines</u>
		<u>Amount</u>	<u>% Deviation From System Average</u>	<u>Regular Class- room, Pre-K, K-6</u>	<u>Special Subject</u>	<u>Total</u>		

* FTE Enrollment from Membership Report October 16, 1976. A PRE-K or K pupil attending school half day session is counted .5 FTE.

** Staff Assignment from Membership Report 10/16/76. Expenditures are projected from 10/21/76 payroll (salary plus benefits). Projected expenditures for vacant positions were based on median salary plus benefits for position type and authorized grade.

Figure 2-5

Tom Jones School
Instructional Staff and Pupil Membership Report*

Prepared by: Research and Development
April 16, 1975

Data Source: School Summary File. Information current as of April 12, 1975

Classroom Teachers	Position Control Number	Fund Source	SSN	Title	Grades Pay Level	Pay Step	Race	Sex	Total Projected Base Salary	Total Projected Longevity Payments	Total Proj. Bene- fits	FTE Assignment to School	% Base Salary Assigned to School	% Longevity Payments Assigned to School	% Benefits Assigned to School	Class Enrollment	
																Boys	Girls
Grade Level*																	
Ms. Jones																	
Ms. Beard																	
Spec. Subj.																	
Spec. Educ.																	
School Psychologist																	
Principal																	
Asst. Princ.																	
Secretarial																	
Teacher Aides																	

* If more than one grade, repeat listing for each grade span.

Figure 2-6

Elementary Schools

Reading and Math Specialists Allocation: By Funding Source

Prepared by: Research and Evaluation
October 1, 1975

Enrollment: Membership Report September 25, 1975

Staff Assignment: Membership Report September 25, 1975

<u>School</u>	<u>FTE Enrollment PRE-K, K-6</u>	<u>FTE Classroom Teachers</u>		<u>FTE Reading Specialists Local Funds</u>		<u>FTE Reading Specialists Federal Funds</u>	
		<u>Number</u>	<u>Pupil/ Teacher Ratio</u>	<u>Number</u>	<u>Pupil/ Teacher Ratio</u>	<u>Number</u>	<u>Pupil/ Teacher Ratio</u>

Total

Region I

Adams
Baker
Charles

Figure 2-7

Projected Utility and Fuel Costs for School Year 1976-77

Prepared by: Budget
April 11, 1976

<u>School by Type of Heating Fuel</u>	<u>Date of Construction</u>	<u>Capacity**** Pupil Station (includes demon. table)</u>	<u>No. of sq. ft.</u>	<u>FTE Enroll- ment Pre-K, K, 1-6*****</u>	<u>Projected Maintenance Staff Salaries*</u>	<u>Total** Projected Utilities Cost (gas and elec.)</u>	<u>Projected Utility Cost Per Pupil Station</u>	<u>Total Projected Heating/Cooling Fuel Costs***</u>	<u>Projected Heating/ Cooling Per Pupil Station</u>	<u>Projected Heating/ Cooling Fuel Costs Per Square Foot</u>
---	---------------------------------	---	---------------------------	--	--	---	---	--	---	--

* Cost Center Summary File: Information Current as of September 25, 1976. Staff currently assigned on formula including age and complexity of equipment. Projection includes benefits and regular step increases. Vacancies to be filled at lowest grade level.

** Gas and electric costs are projected from previous year billings plus 45% surcharge.

*** Fuel Cost projected on last year's fuel consumption at current price level.

**** Capacity defined in building inventory April, 1975.

***** Average Daily Membership School Year 1974-75.

Figure 2-8

Materials and Supplies Expenditure Report

Prepared by Accounting Division
November 21, 1975

MATERIALS AND SUPPLIES EXPENDITURES
Year to Date: , 197_

<u>School Name</u>	<u>Cost Center</u>	<u>Total Materials and Supplies Expenditures</u>	<u>Per Student (Based on Average Membership)</u>				
			<u>Total Materials and Supplies</u>	<u>Textbooks</u>	<u>Teaching Materials</u>	<u>Library</u>	<u>Audio-visual equipment</u>

Source: Fiscal File, October 21, 1975

Section 5.3: Data Characteristics

The foundation of the proposed school based management information system is the data base. This section describes the characteristics of the data structure to be employed.

Three levels of data have been identified for the system:

- a. basic school level data: such as school name, capacity, demographic characteristics from the Census;
- b. periodic school level data: such as expenditures for supplies, membership and attendance data;
- c. detailed subschool level data: such as position and staff characteristics and pay received by each staff member.

The first two data types readily lend themselves to a simple data structure in which a single record is stored for each school for the one time school level data and an additional record is added for each school for each period for the periodic school level data. Using this structure, current period reports require only merger of the current periodic data record with the corresponding basic records. Because these records are constructed in a parallel fashion, this merger will not require any special programming or data verification tasks. Once this is accomplished, school level reports require only a simple data retrieval listing program with minimal arithmetic.

Year to date reports using these two data sources are nearly as straightforward as current period reports. All periodic reports are summed (or averaged in the case of membership and attendance data) to create a "year to date" record in the same format as a periodic record. This "year to date" record can be used in place of the periodic record to produce school level reports.

Cumulative reports which require the creation and maintenance of an individual record for each position within the school system will be made available. This record will indicate the status of the position (absent or vacant) the individual holding the position and the costs associated with that individual (salary, fringe benefits).

An alternative method for preparing cumulative reports would be based on a school level basic record system. However, the system designers would have to preselect levels of aggregation for the stored data (e.g., categories of staff). Once the data were aggregated and stored, data users would be restricted to the data categories selected by the system designers.

Since summary data are unacceptable, individual records will need to be maintained for each position much as the current Position Control File is currently maintained. To the file will be added:

- updated personnel data;
- periodic payroll data.

Because positions shift among schools, and staff may be transferred among positions, position records will have to be maintained in order to capture historical personnel and payroll data and to attach that data to the appropriate school.

In sum, the data structure will have three levels:

- fixed school level data;
- periodic school level data;
- position level data, both fixed and periodic.

A diagram of the data structure is shown in Figure 2-9.

Figure 2-9

STRUCTURE OF SCHOOL BASED MANAGEMENT
INFORMATION SYSTEM DATA BASE

FIXED SCHOOL LEVEL DATA

COST CENTER	SCHOOL NAME	CAPACITY	SOCIOECONOMIC CHARACTERISTICS	...
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PERIODIC SCHOOL LEVEL DATA

COST CENTER	PERIOD COVERED	AVERAGE MEMBERSHIP	AVERAGE ATTENDANCE	MAINTENANCE EXPENDITURE (with accounting) ...
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One record for each period

One sub-record for each payroll period

POSITION LEVEL DATA

COST CENTER	POSITION NUMBER	PERIOD OF ACTIVITY	PERCENT OF FTE	PERSONNEL FILE DATA...	PAY PERIOD	PAYROLL FILE DATA
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If no end date is given, position is active

A detailed list of suggested data elements is presented in the following table. The codes used in this table are:

PCF	-	Position Control file
BG	-	Buildings and Grounds (not a computer file)
SH	-	School House Accomodation file
P	-	Personnel
Payroll	-	Payroll
F	-	Fiscal file
GS	-	D.C. Order Status Report (from the Department of General Services)
B	-	Budget Division
P,R&E	-	Planning, Research and Evaluation
L	-	Logistics
DGS	-	Department of General Services

Fixed School Level Data
One Record Per Cost Center, e.g., School Building

<u>Data Element Name</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
I. Plant Characteristics		
A. Cost Center Code	PCF	B
B. Cost Center Name	PCF	B
C. Region	PCF	B
D. Ward	BG	BG
E. Department	PCF	B
F. Capacity (Of school)		
- no. of pupil stations	SH	BG
- no. of square feet	BG	BG
G. School Facilities		
- no. of rooms by function	SH	BG
H. Date of Construction	SH	BG
I. Type of Heating/Cooling System	BG	BG
J. Fuel Used for Heating/Cooling	BG	BG
K. Type of Food Service Available	BG	BG
II. Socio-economic characteristics of the School Attendance Area	Census and AFDC	P,R&E

<u>Data Element Name</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
III. Annual Budgets for non-staff expenditure		
A. Electricity Budget		B
B. Heating fuel budget		B
C. Maintenance budget		B
D. Food service budget		B
E. Material & supplies budget		B
1. Textbooks		L
2. Consumable Supplies (e.g., pencils, pens and paper)		L
3. Other Supplies and Equipment (e.g., library books, audiovisual equipment)		L

Periodic School Level Data

<u>Data Element Name</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
I. Cost Center Code Membership and Attendance Data		B
A. Period covered by membership and attendance data		
B. Average Daily Membership, by grade level, sex and race		
1. Full time	Form 19, or OCR 102	P,R&E
2. Part time	Form 19, or OCR 102	P,R&E
3. Special Education	Form 19, or OCR 102	P,R&E
4. Work Study	Form 19, or OCR 102	P,R&E
C. Average Daily Attendance, by grade level, sex		P,R&E
1. Full time	PRE 100	P,R&E
2. Part time	PRE 100	P,R&E
3. Special Education	PRE 100	P,R&E
4. Work Study	PRE 100	P,R&E
D. Number of new entries	Form 2	P,R&E
E. Number of Discharges	Form 2	P,R&E
II. Instructional Materials Costs		
A. Expenditures for textbooks	F	B
B. Expenditures for teaching supplies	F	B
C. Expenditures for library books	F	B
D. Expenditures for audio-visual equipment	F	B

<u>Data Element Name</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
III. Other Costs		
A. Expenditures for electricity	F	B
B. Expenditures for heating fuel	F	B
C. Expenditures for maintenance (from operating budget)	DGS	BG

Position Level Data

One Record Per Full Time or Part Time
Position Assigned to a Cost Center
(e.g., School Building). This File
will list cost center allocation of
all positions listed on Position
Control File.

<u>Data Element Name</u>	<u>Sample Element</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
Teaching position	7 digit code	PCF	B
Grade level	elementary	PCF	B
Subject taught	teacher-reading	PCF	B
Accounting code (except 3 digit cost center)	19 digit code	PCF	B
Cost Center Code	100 (Adams School)	Form 19	R&D
Percent of time assigned to cost center	40	Form 19	R&D
Fund source	A-D.C. Appropriation	PCF	B
Position status	Filled	PCF	B
Position type	P-Permanent position (regular budget)	PCF	B
Position grade level	15-Teachers Salary Act	PCF	B
Pay step	01-Teachers Salary Act	PCF	B
Longevity in D.C. school system	Computed from total credable service in D.C. school system	Personnel	Personnel
Race	Other	Personnel	Personnel
Sex	Female (from title code 1-Mr., 2-Mrs., Miss or Ms.)	Personnel	Personnel
Degree level	c=Master's degree plus 30 credit hours	Personnel	Personnel
Data Position was authorized		PCF	B
Data Position was cancelled		PCF	B

<u>Data Element Name</u>	<u>Sample Element</u>	<u>Data Element Source</u>	<u>Data Collection Agency</u>
Pay period dates Salary for pay period	Dollar value current pay period	Payroll	Payroll
Benefits for current pay period	Dollar value current pay period	Payroll	Payroll
Longevity payments for pay period	Dollar value current pay period (calcu- lated by referral to pay scale table)	Payroll	Payroll

Chapter III
Development Plan

Chapter III - Development Plan

This chapter outlines the steps necessary to implement the proposed school based management information system.

Step 1. Review this document throughout the management of the D.C. Public Schools and make modifications to ensure that it meets internal needs.

The staff developing this design document was guided substantially by input from educated lay persons, a few elementary level principals, and staff of the D.C. Schools Budget Division. A list of the questions that these persons feel that system must answer and a preliminary inventory of the required data are contained on pages A-1 to A-10.

Representatives of each of the other administrative divisions, as well as regional superintendents, should be invited to review and suggest revisions to the system design. The process should include distribution of the report with a request for written suggestions, followed by meetings to try to reach agreement on suggestions which can and will be incorporated. This process is essential to ensure that the divisions play an active role in supporting the system once it is being implemented.

Step 2. Systematically review the existing data systems to identify changes that should be implemented in parallel with development of the management information system.

The proposed system depends heavily on the accuracy, completeness and timeliness of data being gathered and maintained by the administration divisions of D.C. Schools. These systems, in some cases, will require upgrading in order to meet the requirements of the school based management information system.

Each existing relevant data file, both manual and automated should be reviewed to determine which data elements will be included in the integrated data base. Wherever data systems do not presently call for key entry and editing of data needed for the integrated data base, steps should be taken to begin the process of capturing and automating those data.

An example of the type of changes that will be required is collection and automation of FTE assignments for itinerant personnel.

The necessary steps are:

- collection of FTE assignment data from Membership Forms;

- coding of each person assigned to a school by position number, and FTE assignment. If a position is recorded at more than one school, a record for each FTE is assigned. For example, if a position is listed at three schools, three entries need to be made on a coding sheet with only two differences - cost center and FTE assignment to cost center. Two possible sources are the regional office and research and development office. In addition, special subject supervisors and the Federal program officer must be sent a list of vacant positions to determine if these positions are to be allocated to more than one school. Also entered on the coding sheets are pupil counts by sex, grade and class level;
- coding forms are keypunched (or scanned) and a position allocation file is created.

Step 3. Complete the process of verification and correction of the Position Control and Personnel Files.

Since personnel costs comprise the greatest portion of the D.C. School budget, accurate positions, personnel, and payroll dates are a first priority. The Budget Division has underway, a project to verify and correct the current personnel and position control files. This process should be completed. At the same time the review of the current Personnel data collection system (Step 2 above) will hopefully lead to suggestions that will eliminate most future file errors.

Step 4. Develop a Data Requirements document and schedule for bringing together data from each of the on-going data systems.

Based on the results of Step 2 and progress on Step 3, enough information should be available to establish procedures, priorities and timetables for acquiring and merging data from each independent system into the integrated data base. The Data Requirements document will include sections on

- A. Modifications required in current-collection systems;
- B. Sources and methods of collection for each type of data;
- C. Transfer procedures.

Step 5. Develop Data Base Documentation

Data base documentation is needed to ensure that the acquired information is put in its proper place and that system users know where to find data once it is on the integrated data base. This document will include:

- labelling conventions - a set of accepted data element naming, definitions, coding and collection and verification procedures;
- data base organization - accepted procedures for storing data in computer acceptable files. This will include level of aggregation and sequence of records within a data file as well as placement of individual data items within a record.
- storage assignments - accepted procedures for storing and accessing data files and individual records and data items within each file.

Step 6. Select Data Management Software

Vendors of data management software should be requested to submit statements of how well their systems can meet the requirements of the school based management information system. Cost estimates for acquiring the software and operating the software should also be requested. A board of users and systems staff should review the proposal with user needs taking precedence where there is disagreement. Costs should be considered only to the extent that differences are significant, relative to the total cost of the project.

Step 7. Implement the data management software and build a current version of the integrated data base

In accordance with the schedule developed in Step 4, each source file in turn, should be acquired and merged into the integrated data base. During this process, verification and correction procedures will emerge as necessary steps. As part of this step, these verification and correction procedures should be designed, documented and fed back to the data source in the hope that less correction will be needed in the future.

Step 8. Design and Develop the Reporting Module

Each reporting module should be evaluated to determine whether script data management commands can be used or whether special purpose software should be written. Once that decision is made, program documentation should be written for each module and the module should be developed and tested.

The steps previously outlined, with their emphasis on thorough planning before programming begins, will help ensure that the new school based management information system is responsive to the varied needs of policy makers and interested lay persons at all levels of the D.C. School System.

APPENDIX

This appendix contains two sections:

- a list of questions that should be answered by a school based management information system (developed through interviews with members of the Board of Education, the D.C. School Administration, school principals, D.C. Citizens and project staff).
- a list of data items to be included in the management information system. Because of the complexity of the data base collection and integration list, a two phase process is suggested.

Section I - A Preliminary List of Questions That
A School Based Management Information System
Should Answer

A preliminary list of questions that should be answered by a school information system proposed for the D.C. school system is presented below. Accompanying each question is a list of the probable data elements required to answer each question.

1. What is the capacity of the individual school buildings?

Data elements:

- I. number of rooms by function
- II. number of student spaces calculated according to a D.C.-specified pupil/teacher ratio
- III. elementary room types will include:
 - A. classrooms
 - B. auditoriums
 - C. gymnasiums
 - D. offices
 - E. libraries, and
 - F. nursing rooms
- IV. other schools will include the same room types as elementary, plus special function classrooms such as science laboratories

2. How are available rooms being used?

Data elements:

- I. the percent of time each room type is allocated to each type of instructional or non-instructional service. For example:
 - A. classroom teaching

- B. special subject teaching (art or music)
- C. nursing, and
- D. administrative services

3. What are the characteristics of the teaching staff?

Data elements:

- I. number of teachers by:
 - A. grade level (elementary, secondary)
 - B. functional classification:
 - 1. grade level, if elementary regular classroom teacher*
 - 2. subject, if elementary, special subject teacher
 - 3. subject, if high school teacher
 - C. portion of time assigned to school
 - D. source of salary funds (budget)
 - E. longevity:
 - 1. years of teaching experience
 - 2. years of teaching experience in D.C. schools
 - 3. years of teaching experience in school building
 - F. degree level
 - G. race, and
 - H. sex
- II. dollars spent for teachers, by all categories above, plu.

* includes prekindergarten and kindergarten

- A. longevity,
- B. additional degree(s)

4. What other staff are available at each school?

Data elements:

I. number of persons and dollars

A. by level (elementary, secondary)

B. professional:

- 1. administrative
- 2. instructional

C. nonprofessional:

- 1. administrative
- 2. instructional
- 3. custodial

II. dollars spent for each staff category, plus

A. longevity, if relevant

B. additional degree(s), if relevant

5. How stable is the teaching staff?

Data elements:

I. number of days of absenteeism

II. number of substitute days

6. How many children are enrolled?

Data elements:

I. average daily membership by:

- A. portion of school day assigned to school (full or part time)
- B. classification:
 - 1. grade level and year of school*
 - 2. work study
 - 3. special education (mainstreamed or sent out of traditional classroom)
- II. average daily attendance by:
 - A. grade level or year of school*
 - B. work study
 - C. special education classroom
- 7. What special education services are offered?
 - Data elements:
 - I. number of requests for special education assessment (date)
 - II. assignments made (date):
 - A. none
 - B. other classroom
 - C. other building
 - D. mainstream with special classes
 - III. number of children receiving special education presently enrolled
 - A. mainstreamed
 - B. in special education classrooms
- 8. What is the mobility of students?
 - I. number of students added to membership in period (e.g., month)

* includes prekindergarten and kindergarten

- II. number of students deleted from membership in period (e.g., month)

9. What are the school feeder patterns?

Data elements:

- I. number of students in each school who attended another school (by name) at end of previous school year

10. What is the socioeconomic status of the students in each school?

Data elements might include:

- I. number of AFDC
- II. percent Free Lunch
- III. percent Title I children
- IV. percent of families below the Orshansky Poverty Index Enrollment ratio (ADM/Population)
- V. percent of children with pre-K experience
- VI. average education level of males and females 25 years old and over
- VII. average occupational level of males and females 16 years old and over
- VIII. percent of people living in the same housing unit for at least the past ten years
- IX. average number of people per housing unit
- X. average family income
- XI. percent of unemployed experienced males and females 16 years and over
- XII. percent of families below the poverty level

11. How does achievement relate to educational expenditures?

Data elements might include:

- I. number or percent of children scoring below a specified grade level

II. score on a standardized achievement test

12. What is the distribution of instructional materials?

Data elements:

I. for each of the following groups: textbooks, teaching supplies, and audio visual supplies:

A. amount of material ordered, by source of funds

B. amount of material received

C. average number of days from submission of order to receipt in school

II. inventory of on-hand equipment, by source of funds

13. What is the distribution of operating and maintenance expenditures?

Data elements:

expenses for:

A. heating

B. other utilities and

C. repairs and improvements (by type)

14. What is the distribution of bus trips?

Data elements:

I. number of bus trips

II. number of bus hours

15. What is the distribution of library resources?

Data elements:

- I. count of books
- II. number of books lost in period (e.g., year)
- III. number of books replaced in period (e.g., year)

16. What is the distribution of food services?

Data elements:

food services available to each building

- A. none
- B. cold pack
- C. on-site cafeteria, and
- D. on-site cafeteria serving more than one school

17. How similar, or dissimilar, are the decentralized regions?

Data elements:

summary of the previous 15 elements for the regions

18. What is the relationship of the actual personnel resources of each building to the appropriated resources?

Data elements:

- I. current school-by-school budget of positions and dollars
- II. initial (beginning-of-year) budget of positions and dollars
- III. dollars actually spent for staff in positions listed in numbers 3 and 4 above

Special Studies

The following questions merit further study through an expanded data collection effort but do not lend themselves to regular analysis through a data system.

1. What proportion of children in each building are repeaters?
2. What resources are made available to schools outside of the D.C. school system budget (such as parent contributions)?
 - student teachers;
 - special bus trips;
 - athletic equipment; and
 - other.
3. How many of the principal's requests for staff were filled as requested (by type of teacher)?
4. Are there schools which appear to have an unusually high rate of staff absenteeism? Where are substitutes generally employed? How long does a substitute generally stay at any one school?
5. What is known about the staff turnover rates in each school? Are some schools more stable than others? Which schools generally lose staff? Which schools receive requests for transfer applications?
6. What is known about student mobility? When children withdraw from a school, where do they go (e.g., to other D.C. schools, to schools outside the District, dropout from all formal schooling). Where do children transferring into the system come from?

Section II - A Data Item Inventory

This report has identified three categories of data items as building blocks for a school based management system: plant descriptors, resources, and pupil characteristics. A review of the specific data questions outlined in the previous section generated a second classification system which overlaps the original three categories. These are:

- Data items which measure school plant characteristics, resources, and pupil characteristics which require monitoring throughout the school year. For the most part these data items are collected by existing D.C. systems, and
- Data items which mean study and review on a school-by-school basis but do not lend themselves to regular analysis and reporting through a computerized data system.

Data Items to be Included in the School Management System Data Base

These data items are those required for responsive answers to the policy questions outlined in the previous sections. Most of these data are presently collected by the D.C. school system. However, current data collection procedures make school level reporting a time consuming and expensive task for the responsible agency, and the school principals, special subject supervisors, Federal program officers, and regional superintendents who supply the data.

A two phase data collection effort was proposed which builds upon this on-going file building and verification process. Figure A-1 displays the data to be collected for Phase I. These data items are readily available in existing data collection systems. Although major file integration tasks must be undertaken, no new data collection efforts are required.

Figure A-2 presents the data items to be included in Phase II. These data items are scheduled for inclusion in the file at a later date for one of two reasons: (1) major revision of the existing data collection system is required to collect or verify the data, (2) the data are not now maintained in machine readable form as allocated to specific cost entries.

Data Requirements

Phase I

I. Plant Descriptors

- A. School name
- B. Region
- C. Ward
- D. Department (e.g., elementary, secondary)
- E. Date of construction
- F. Capacity (pupil stations)
- G. Number of rooms by function
- H. Type of heating/cooling
- I. Fuel used for heating/cooling
- J. Type of food service available

II. Resources

A. Staff

1. Number of Allocated Teaching Positions by:
 - a. grade level (elementary, secondary)
 - b. functional classification
 - specific grade taught
 - subject taught (mathematics, special education)
 - c. portion of time assigned to school
 - d. funding source of salary
2. Number and characteristics of teachers on site by:
 - a. grade level (or Civil Service ranking)
 - b. pay step (or Civil Service ranking)
 - c. longevity in D.C. school system
 - d. race
 - e. sex
 - f. degree level
3. Dollars budgeted and expended for teachers by categories listed above
4. Number of other allocated positions by:
 - a. grade level (elementary, secondary)
 - b. functional classification
 - professional (administrative or instructional by type of service)
 - nonprofessional (administrative, instructional or custodial by type of service)
 - position fund source
5. Number and characteristics of other staff on site
 - a. grade level (or Civil Service ranking)
 - b. pay step (or Civil Service ranking)
 - c. longevity in D.C. school system
 - d. degree level
6. Dollars budgeted and expended for other staff by categories listed above

- 7. Number and duration of staff vacancies by:
 - a. grade level
 - b. functional classification (both teaching and nonteaching)
 - c. fund source
 - d. portion of time position assigned to school

- B. Materials and Supplies (textbooks, teaching supplies, library books and audio-visual supplies)
 - 1. Dollars allocated
 - 2. Dollars obligated
 - 3. Dollars expended

III. Pupil Characteristics

- A. Membership as of specified membership reporting dates
 - 1. part day/full day
 - 2. grade level
 - 3. work study
 - 4. special education
- B. Average daily membership
- C. Average daily attendance
- D. Average number of entries and discharges by type
- E. Numbers of special education
- F. Numbers of children by type of program

IV. Plant Operation and Maintenance

- A. Dollars allotted and expended for gas, electricity, fuel oil
- B. Dollars allotted and expended for fuel for heating/cooling (not electric)
- C. Dollars allotted and expended for repairs and improvements

Figure A-2

Phase II

I. Plant Descriptors

- A. School name
- B. Region
- C. Ward
- D. Department (e.g., elementary, secondary)
- E. Date of construction
- F. Capacity (pupils/stations)
- G. Number of rooms by function
- H. Type of heating/cooling
- I. Fuel used for heating/cooling
- J. Type of food service available
- K. Percent utilization of rooms by function of room
- L. Outstanding work requests (by type of repair, date of request)

II. Resources

A. Staff

- 1. Number of Allocated Teaching Positions by:
 - a. grade level (elementary, secondary)
 - b. functional classification
 - specific grade taught
 - subject taught (mathematics, special education)
 - c. portion of time assigned to school
 - d. funding source of salary
- 2. Number and characteristics of teachers on site by:
 - a. grade level (or Civil Service ranking)
 - b. pay step (or Civil Service ranking)
 - c. longevity in D.C. school system
 - d. race
 - e. sex
 - f. degree level

3. Dollars budgeted and expended for teachers by categories listed above
4. Number of other allocated positions by:
 - a. grade level (elementary, secondary)
 - b. functional classification
 - professional (administrative or instructional by type of service)
 - nonprofessional (administrative, instructional or custodial by type of service)
 - position fund source
5. Number and characteristics of other staff on site by:
 - a. grade level (or Civil Service ranking)
 - b. pay step (or Civil Service ranking)
 - c. longevity in D.C. school system
 - d. degree level
6. Dollars budgeted and expended for other staff by categories listed above
7. Number and duration of staff vacancies by:
 - a. grade level
 - b. functional classification (both teaching and nonteaching)
 - c. fund source
 - d. portion of time position assigned to school
8. Teaching staff stability
 - a. number of days teachers absent
 - b. number of days substitute present
9. Dollars expended for substitutes by:
 - a. grade level (elementary, secondary)
 - b. function
- f. Materials and supplies (textbooks, teaching supplies, library books and audio-visual supplies)
 1. Dollars allocated
 2. Dollars obligated

3. Dollars expended
4. Date of supply orders
5. Date of receipt of supplies
6. Inventory of library books
 - a. books lost
 - b. books replaced

III. Pupil Characteristics

- A. Membership as of specified membership reporting dates
 1. part day/full day
 2. grade level
 3. work study
 4. special education
- B. Average daily membership by:
 1. part day/full day
 2. grade level
 3. work study
 4. special education
- C. Average daily attendance by:
 1. part day/full day
 2. grade level
 3. work study
 4. special education
- D. Special education screening and placement summary
 1. number of requests for screening tests
 2. date of requests

3. date of screening test
 4. number of screened assigned to program
by type of program
 5. date of assignment
 6. average duration of stay in program
- E. Socio-economic characteristics
- F. Numbers of children participating in Federal
programs by type of program (e.g., Title I,
Title III, Follow Thru)

Figure A-3 displays data items recommended for special study. Several of the issues identified required data that are not appropriate for input into the school information system. Much of the type of data is not presently collected by any department. Many of the data items are difficult to define in quantifiable terms or, if quantifiable, measurement procedures might be difficult to design and implement. In addition, many of these items would not change over a school year or years so development of an expensive and time consuming data system for maintenance and updating of the data is not warranted.

Figure A-3

Data Items for Special Study

	Data item does not vary greatly within school year(s)	Data item dif- ficult to measure	Data item dif- ficult to define quantitatively	Data not pre- sently collected
A. Number of pupils repeating each grade		✓	✓	✓
B. Resources available outside of the regular D.C. school system budget (such as parent contributions of dollars, services, or supplies)	✓	✓	✓	✓
• Number of student teachers (by sending school of education)	✓			✓
• Number of bus trips funded by parent/pupil contributions	✓			✓
• Type and quantity of athletic equipment	✓			✓
• Number of principal requests for staff unfilled (by type of staff)		✓	✓	✓*
C. Distribution of substitute teachers	✓			✓
D. Staff mobility	✓			✓
E. Student mobility	✓			

* This data could perhaps be provided by comparing Principal Spring Budget Requests and Fall Staff Complement. However, changing enrollments could have resulted in changed perceived staffing requirements by the principal. This means a Fall staffing complement could vary drastically from Spring Budget Requests and meet Principal Requests for current year.